DOCUMENT RESUME

ED 429 854 SO 029 159

AUTHOR	Dangle, James; Esler, Jon
TITLE	Geography, Culture, History, Politics of Latin America. Revised.
INSTITUTION	Denver Univ., CO. Center for Teaching International Relations.
ISBN	ISBN-0-943804-87-6
PUB DATE	1994-00-00
NOTE	144p.
AVAILABLE FROM	Center for Teaching International Relations Publications, University of Denver, Denver, CO 80210 ($9.95).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Area Studies; Elementary Secondary Education; Foreign Countries; Geography; Global Education; Instructional Materials; *Latin American Culture; *Latin American History; Politics; Social Studies
IDENTIFIERS	*Latin America

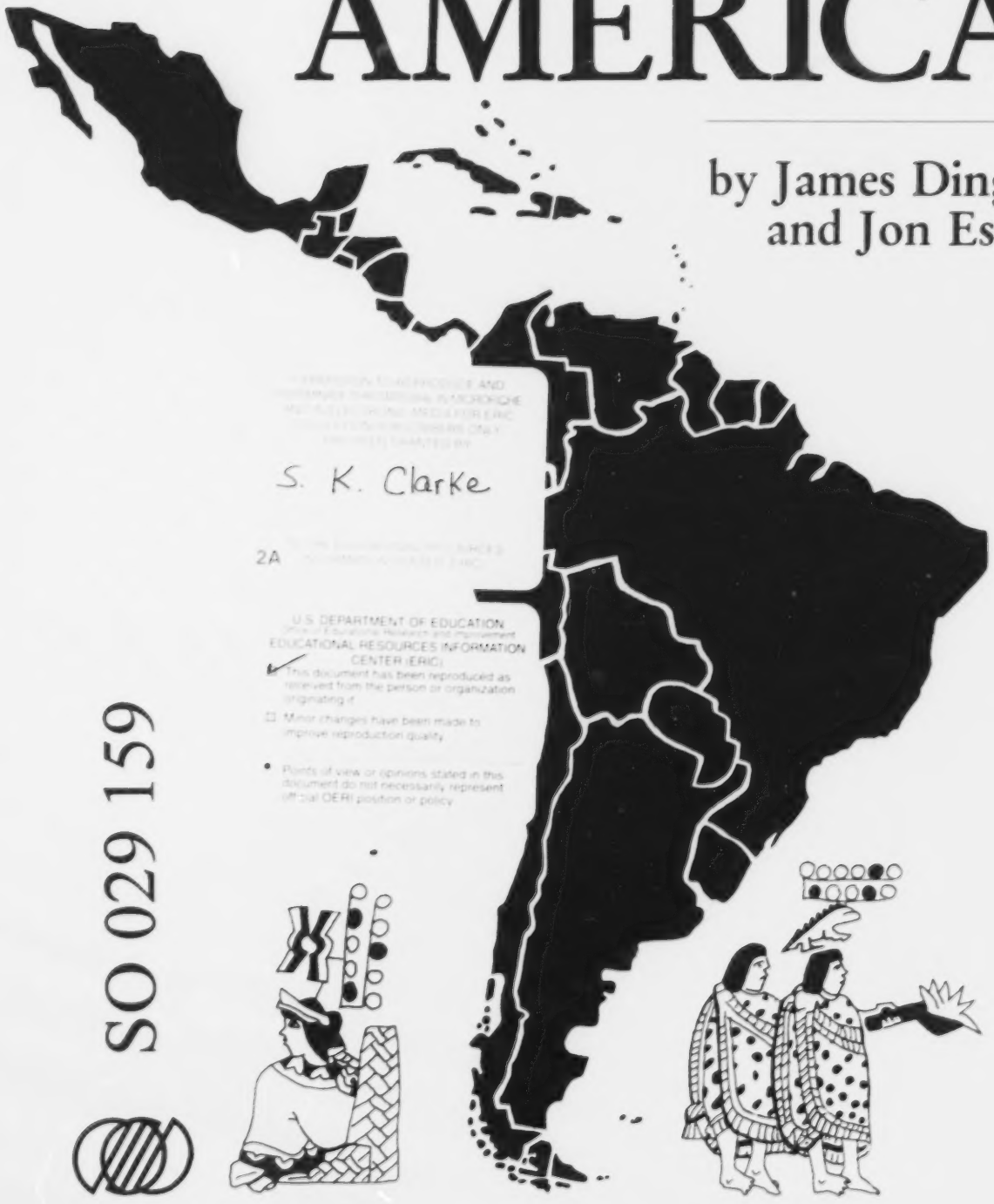
ABSTRACT

This curriculum guide provides activities to help students understand Latin America. A foundation for analyzing the interdependence of world nations develops critical thinking, and problem solving skills. Activities emphasize research, reading, writing, and speaking skills. Detailed lesson plans and accompanying reproducible student handouts are included. The document includes the following sections: "Geography"; "Culture"; "History"; "Politics"; "Diversity through Myths, Legends, Folk Tales and Fairy Tales"; and "Conclusion." Contains a 20-item bibliography and a list of resources. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Geography, Culture, History, Politics of LATIN AMERICA

by James Dingle and Jon Esler



ED 429 854

SO 029 159

S. K. Clarke

2A

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Center for Teaching International Relations • University of Denver

BEST COPY AVAILABLE 2

Geography, Culture,
History, Politics of

Latin America

by

James Dingle and Jon Esler

Center for Teaching International Realtions
University of Denver
Denver, Colorado 80208

Teaching Materials from CTIR Publications

CTIR activity books are written and tested by classroom teachers who have special expertise in the pertinent content areas and pedagogies. Each book contains detailed descriptions for teachers on how to present activities, and associated master sheets for photoduplication of student exercise sheets. Teachers thus need only a single book for use with an entire classroom of students.

CTIR activity books are designed to be used as supplements to teachers' existing curricula, and to offer varied and different information, perspectives, and pedagogies than are often contained in standard curricula. Some books, however, offer a presentation of activities in a sequential manner, and can be used as "mini" curricula, according to teacher and school needs.

Although CTIR Publications is committed to providing balanced views in the context of its activities and books that address controversial issues, not all individuals will consider them to be comprehensively representative of all possible perspectives. We remind teachers that it is ultimately their responsibility to provide their students with a balanced array of perspectives on such issues, and to use any supplementary teaching materials that they offer in their classrooms according to the intent and spirit of the curriculum objectives of their individual school districts and communities.

The views expressed in CTIR activity books are the authors' and do not necessarily reflect those of the publisher.

Copyright 1991, revised 1994. The Center for Teaching International Relations, University of Denver, Denver, Colorado 80208-0268. All rights reserved. The materials in this volume may be reproduced for classroom use at the instance and inspiration of the individual teacher. Other than for individual classroom use, no part of this volume may be reproduced, stored, or transmitted by any means--mechanical, electronic, or otherwise-without written permission from the publisher.

Printed in the United States of America
ISBN 0-943804-87-6

TABLE OF CONTENTS

INTRODUCTION	1
SECTION A: GEOGRAPHY	3
Lost and Found	4
Inference Battleship	17
Mapping Latin America	29
Perplexing Perceptions	31
Comparing Geographic Data	33
Geographic Fruit of the Loom	43
Wheeling Questions	48
SECTION B: CULTURE	51
Culture Crackers	52
Analyzing Culture Cartoons	54
Creating Culture Cartoons	56
Culture Contact	58
Bored of Education?	60
Are We Comparing Apples and Oranges?	62
Growing Pains	64
Viewing Metamorphoses through Graphs	67
SECTION C: HISTORY	69
Ancient America Jigsaw Puzzle	70
Ancient American Instructor	74
Routes of Dissension	77
Colonial Conquests	80
Southern Lights	84
SECTION D: POLITICS	87
Looking for L.A.	88
The L.A. Forum	92
Integrating Skills For a Southern Exposure	94
Wealthy Woes	96
Representing Pros and Cons	99
SECTION E: DIVERSITY THROUGH MYTHS, LEGENDS, FOLK TALES AND FAIRY TALES	103
A Fabled Four Square Approach	104
The Cosmological Chronicles	107
Diversity in Cultural Myth Making	118
In Search of Mythic Creations	120
Writing Legendary Yarns	123
CONCLUSION	125
Data that Works	126
Latin American Utopian Continent	128
RESOURCES	131
Bibliography	132
Latin American Information Sources	134

Latin America has been influenced by, and has influenced, the United State since the former achieved independence in the late eighteenth century. The relationship between the two regions has been marked by intermittent discord, followed by attempts to find workable solutions. Throughout history the United States has been the dominant actor, imposing its solutions with little respect for the concerns of the people of Latin American. Several examples include the U.S. expansion westward and the resulting Mexican-American are, the acquisition of the Panama Canal, sending the Marines into Nicaragua in the 1930s, the CIA's involvement in the overthrow of President Allende of Chile in the early 1970s, and the involvement in restoring President Aristide in Haiti.

Although the United States continues to be involved in the affairs of Latin America, its government is beginning to take a more sensitive approach to imposing its will upon this region. This is the result of the changing world political scene and the agendas of the Latin American nations. In addition, with the rapid development of the European Community and the strength of the Japanese economy, the concern for coordinating and nurturing cooperation between North America and Latin America has taken on increased importance.

In order for all of us to respond to the challenges posed by Latin Americans with prudent, enlightened decision-making, we need to be knowledgeable about Latin American geography, culture, history, and politics.

One of the objectives of this curriculum is to provide a useful tool to convey necessary information about Latin American geography, culture, history, and politics. Understanding that information alone is not enough to be able to make sound and wise decisions. A second objective of this curriculum is to provide teachers with activities which will develop critical thinking and problem-solving skills. In addition, activities will emphasize research, reading, writing, and speaking skills. By focusing attention on Latin America, the activities bring another part of the world into better perspective for our students. Through improved understanding of Latin America, students are then provided with a foundation for analyzing the interdependence of nations in the world.

© CTIR
University of Denver

SECTION A
GEOGRAPHY

LOST AND FOUND

Introduction

Many people are aware of the general location of Latin America, but few people are able to locate such countries as Panama or Bolivia let alone the capitals of these countries. Although strict rote memorization can be used to improve recall of the countries and capitals of Latin America, it is not very creative nor does it involve fun and excitement. The intent of this activity is to provide an opportunity to learn the countries and capitals of Latin America.

Objectives

Students will be able to:

- Improve comprehension of the countries and capitals of Latin America.
- Become better acquainted with the geographical locations of various countries and capitals of Latin America.

Grade Level

6-10

Time

One to two class periods

Materials

Overhead projector
Handout #1, "Political Map of Latin America"
Handout #2, "Guide to Latin American Countries"
Scissors
One to two bags of balloons (70 total will suffice)
Masking tape
Cardboard (extra strength and roughly 5' X 5')
Four darts

Procedure

1. Begin the activity by asking your students to describe the location of Latin America and ask them (one at a time) to name as many of the countries and capitals located in Latin America.

2. After a few minutes of discussion regarding Latin America countries and capitals, project a copy of Handout #1 using the overhead and distribute a copy to each student. Discuss the accuracy of the students' responses and the actual location of the countries and capitals.

3. Distribute Handout #2, "Guide to Latin America Countries," and ask the students to write down the capitals that belong to each country (tell them to use the political maps given to them), and have them write their responses down in the blanks to the right of the country.

4. Divide the class into four groups and ask the students to cut out the countries and capitals into individual strips. Two groups will cut out the first seventeen countries and capitals and the other two groups will cut out the last eighteen countries and capitals on the list

© CTIR
University of Denver

of Handout #2. When a capital or a country has been cut out, stuff it into the balloons. Blow up the balloons and tape them to the cardboard (assign two or three students to assist in this procedure).

5. When all of the balloons are filled with either a country or a capital the game can begin. The objective of the game is for one student per group to take turns hitting the balloons with the darts from about ten feet from the target. When and if the balloon breaks the student will retrieve the paper with the name of the country or capital written on it. If the student can accurately name the capital that belongs with the country or vice versa, then that group will be awarded 10 points. The first group to reach 100 points wins the games.

Follow-up

Have each student, or group of students, make up their own game that would help improve their recall of the countries and capitals of Latin America.

Evaluation

Critique each game or project that the students construct based on individual creativity. If the game is well constructed and can be used in class, then a grade may be assigned for extra credit.

Answers

1. Antigua and Barbuda - Saint John's
2. Argentina - Buenos Aires
3. Bahamas - Nassau
4. Barbados - Bridgetown
5. Belize - Belmopan
6. Bolivia - La Paz
7. Brazil - Brasilia
8. Chile - Santiago
9. Colombia - Bogota
10. Costa Rica - San Jose
11. Cuba - Havana
12. Dominica - Roseau
13. Dominican Republic - Santo Domingo
14. Ecuador - Quito
15. El Salvador - San Salvador
16. French Guiana - Cayenne
17. Grenada - Saint George's
18. Guatemala - Guatemala City
19. Guyana - Georgetown
20. Haiti - Port-au-Prince
21. Honduras - Tegucigalpa
22. Jamaica - Kingston
23. Mexico - Mexico City
24. Nicaragua - Managua
25. Panama - Panama City
26. Paraguay - Asunción
27. Peru - Lima
28. Puerto Rico - San Juan
29. St. Christopher - Nevis-Basseterre

c CTIR
University of Denver

30. Saint Lucia - Castries
31. St. Vincent & The Grenadines - Kingstown
32. Suriname - Paramaribo
33. Trinidad & Tobago - Port of Spain
34. Uruguay - Montevideo
35. Venezuela - Caracas

©CTIR
University of Denver

POLITICAL MAP OF LATIN AMERICA

BEST COPY AVAILABLE

©CTIR
University of Denver

GUIDE TO LATIN AMERICAN COUNTRIES

1. Antigua & Barbuda
2. Argentina
3. Bahamas
4. Barbados
5. Belize
6. Bolivia
7. Brazil
8. Chile
9. Colombia
10. Costa Rica
11. Cuba
12. Dominica
13. Dominican Republic
14. Ecuador
15. El Salvador
16. French Guyana
17. Grenada
18. Guatemala
19. Guyana
20. Haiti
21. Honduras
22. Jamaica
23. Mexico

©CTIR
University of Denver

24. Nicaragua_____

25. Panama_____

26. Paraguay_____

27. Peru_____

28. Puerto Rico_____

29. St Christopher-Nevis_____

30. Saint Lucia_____

31. St. Vincent & the Grenadines_____

32. Suriname_____

33. Trinidad and Tobago_____

34. Uruguay_____

35. Venezuela_____

FACTS AND FIGURES

Introduction

In order to analyze the impact of Latin America's unique geographical features and population statistics, it is necessary to make clear distinctions between facts and inferences. This activity offers an opportunity for students to examine a variety of Latin American geographical and demographic information and decipher whether the information is factual or inferential.

Objectives

Students will be able to:

- Recognize the difference between facts and inferences.
- Enhance their knowledge of Latin America's geography.
- Examine how the interpretation of facts can lead to inferences.

Grade Level

6-10

Time

One class period

Materials

Handout #1, "Political Map of Latin America"
Handout #3, "Latin America Map Packet"
Handout #4, "Latin America Map Homework"

Procedure

1. At the beginning of class write the words fact and inference on the chalkboard. Under each word have your students brainstorm phrases or words that best describe the definition of each word. Write the student responses underneath each word.

2. After the students have arrived at an accurate definition for fact and inference, divide the class into groups with no more than three students per group.

3. Distribute copies of Handout #1 and Handout #3, "Latin America Map Packet," to each group of students and have them make a list of three facts and three inferences for each page of the packet. Have each group assign a person to record the results and a spokesperson to share the groups findings to the whole class. Allow each group to spend roughly twenty minutes to assess their data and make their lists of facts and inferences.

4. After twenty minutes have students return to their seats and take turns sharing their findings, one group at a time.

5. Have a class discussion and ask:

- What is the difference between a fact and an inference?
- Can inferences be determined by analyzing facts or vice versa? Explain.
- What significance do facts play in your knowledge of Latin America geography and its demographics?

©CTIR
University of Denver

- What significance do inferences play in your knowledge of Latin America geography and its demographics?
- What information is needed to make an inference?

Evaluation

1. Have students complete Handout #4 as homework.

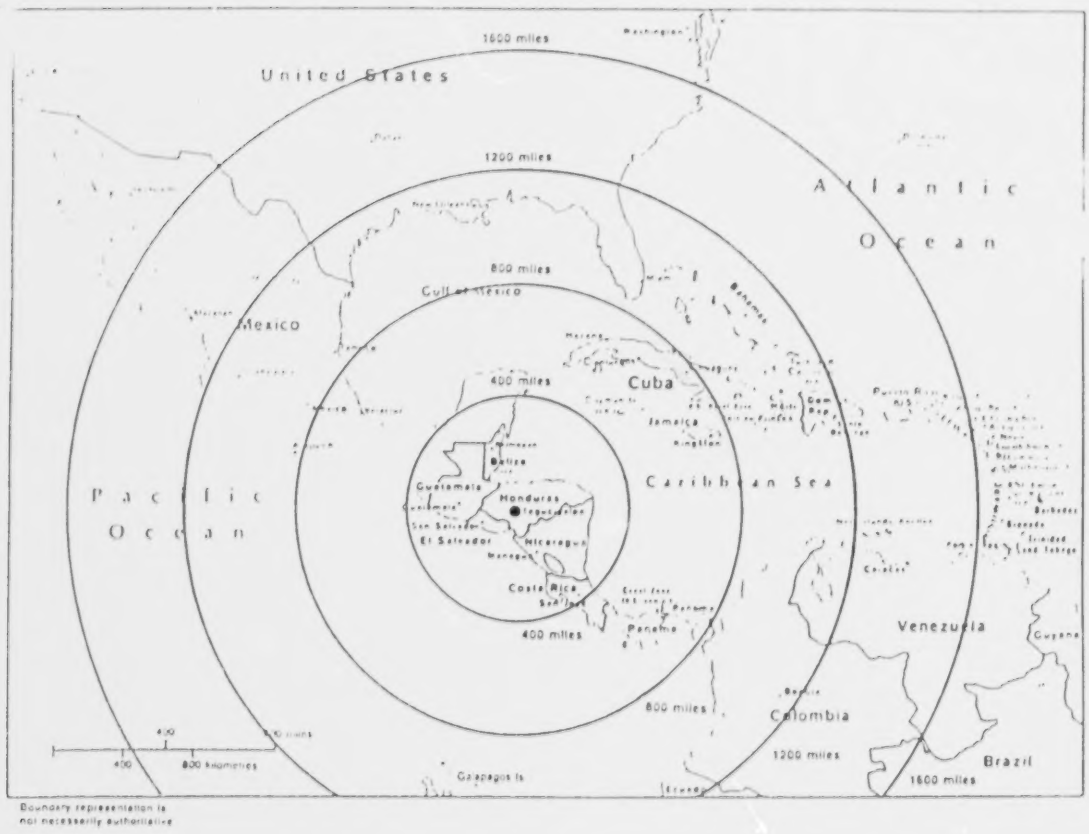
2. At the beginning of class the next day have students share their findings based upon the homework assignment.

Follow-up

Ask your students to develop their own list of questions that would involve both factual and inferential information.

©CTIR
University of Denver

LATIN AMERICA MAP PACKET



BEST COPY AVAILABLE

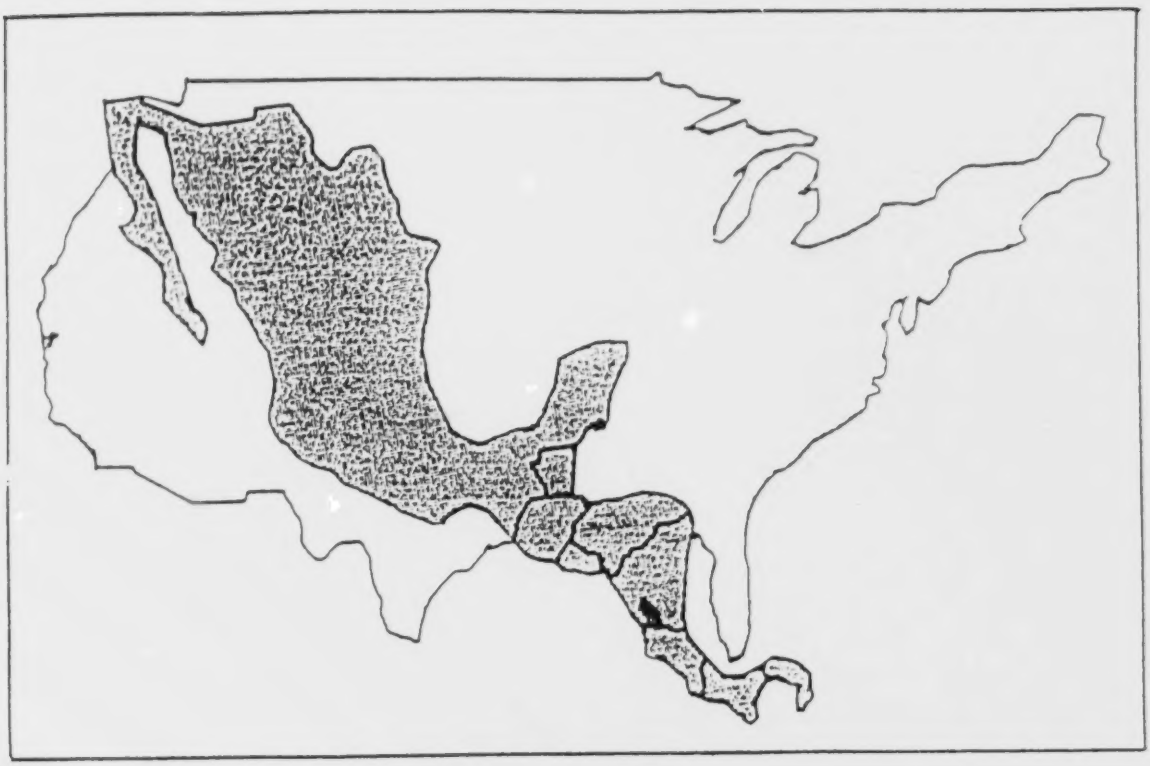
Reprinted from *Latin America Today*, 1992 edition, page 11, with permission from World Eagle, Inc.

©CTIR
University of Denver

Land Area of South America
6,900,000 sq. mi.
17,871,000 sq. mi.
Land Area of the 48 Continental States
2,962,030 sq. mi.
7, 671,657 sq. mi.

Reprinted from *Latin America Today*, 1992 edition, page 23, with permission from World Eagle, Inc.

©CTIR
University of Denver



Total Land Area of the 48 Continental States of the U.S.
2,962,000 sq. mi. (7,671,657 sq. km.)

Land Area of the 8 Central American Countries

Belize	8,866 sq. mi.	Honduras	42,300 sq. mi.
Costa Rica	19,652	Mexico	764,000
El Salvador	8,292	Nicaragua	57,143
Guatemala	42,000	Panama	29,143

World Almanac and Book of Facts, 1994.

Population Density Per Square Kilometer

North America	
Mexico	121
Central America	
Belize	21
Costa Rica	162
El Salvador	686
Guatemala	232
Honduras	114
Nicaragua	77
Panama	84

South America	
Argentina	30
Bolivia	17
Brazil	48
Chile	44
Colombia	77
Ecuador	99
Guyana	9
Paraguay	31
Peru	45
Suriname	6
Uruguay	45
Venezuela	58

The Caribbean

Antigua & Barbuda	160
Bahamas	47
Barbados	1,530
Cuba	245
Dominica	296
Dominican Republic	401
Grenada	631
Haiti	607
Jamaica	592
Puerto Rico	1,035
St. Christopher-Nevis	398
Saint Lucia	634
St. Vincent & The Grenadines	760
Trinidad & Tobago	648

Others

Canada	7
People's Rep. of China	315
Egypt	146
India	700
Iran	96
Japan	830
Nigeria	248
Philippines	579
U.S.A.	70
Russia	22

Compiled from *World Almanac and Book of Facts 1994.*

©CTIR
University of Denver

LATIN AMERICAN MAP HOMEWORK

1. The following is a list of countries, please place the correct capitals in the accompanying blank.

Guatemala_____

Peru_____

Uruguay_____

Dominican Republic_____

Venezuela_____

2. Latin America is bordered by what three bodies of water?

_____ _____

_____

3. How many countries are there in Latin America?_____

4. Managua, Nicaragua, is approximately how many miles from Dallas, Texas?

_____

5. San Salvador is approximately _____ miles away from Caracas, Venezuela?

6. How many times will the continental United States fit into South America?

_____

7. The United States is approximately _____ times bigger than Central America (including Mexico)?

8. How many times will Central America fit into South America?_____

9. Where are the most populated regions of Latin America?

_____

_____

10. Honduras has a population density of _____?

©CTIR
University of Denver

INFERENCE BATTLESHIP

Introduction

Latin America has a variety of physical features which have greatly influenced its people and their way of life. This activity will explore Latin America using maps, charts, and graphs in order to help students gain an understanding of how inferences are useful in extending one's knowledge.

Objectives

Students will be able to:

- Become familiar with a variety of maps, charts, and graphs.
- Analyze information and make intelligent inferences.
- Synthesize information by comparing data.

Grade Level

6-10

Time

Three class period

Materials

Handout #5, "Latin America Physical Features"
Handout #6, "Population Estimates"
Handout #3, "Population Per Square Mile," page 4 of 4
Handout #7, "Latin America Potpourri"
Overhead projector
Teacher transparencies of all Latin America packet handouts

Procedure

1. Divide the class into three groups based on an arbitrary category (e.g., all students with last names beginning with letters A-F in group one, letters G-M in group two, and letters N-Z in group three).

2. Distribute Handout #5, "Physical Features," to group one, Handout #6, "Population Data," and page 4 of 4 of Handout #3 to group two, and Handout #7, "Potpourri," to group three.

3. Refer to the activity entitled "Facts and Figures" for information on inferences and review the definition with the class.

4. Instruct each group to create a list of four inferences for their individual packets. Allow ten to fifteen minutes for this step.

5. Each group will now take turns guessing the other group's inferences: the game of Inference Battleship has commenced using the following rules:

   a. Using the transparencies, display the handout from Handout 5 that goes with the first inference.

   b. Groups two and three have two turns to correctly guess the inferences made by group one concerning "physical features.

   c. Scoring as follows: 2 points for each correctly matched inferences; 1 point for each incorrectly matched inference awarded

©CTIR
University of Denver

to group who gave the answer; and 2 points awarded to the group whose inferences were being matched for every inference not deduced. For instance, in the first scenario (rule a), group one would be awarded 2 points for every inference not guessed by groups two and three.

d. Repeat this process until every group has subjected its inferences to the scrutiny of the other groups.

6. In a class discussion, ask the following:

- What two new pieces of information did you learn about Latin America from this activity?
- What more would you like to know about a Latin America nation after completing this activity?
- How might inferences such as these be useful to government officials, other nations, political scientists, etc.?
- Based on your newly increased knowledge of Latin America, which country would you choose to live in and give three reasons why?
- How might the information in the packet "Physical Features" be used to determine the economic potential of a nation?

Evaluation

In a well-written essay, describe how the populations of Latin America nations are influenced by the physical environment in which they live. In addition, how do these factors influence the economic development of these nations? Use the information provided in the handouts in order to answer these questions.

Follow-up

Have students research more completely the major physical regions of Latin America. Make a chart for each region and include climate, products, population density, precipitation, and major land forms.

© CTIR
University of Denver

LATIN AMERICA PHYSICAL FEATURES

Major Rivers of the World

River	Continent	Length	Outflow
Nile	Africa	4,160	Mediterranean Ocean
Chang Jiang (Yangtze)	Asia	3,964	East China Sea
Huang (Yellow)	Asia	3,395	Yellow Sea
Ob-Irtysh	Asia	3,362	Gulf of Ob

Major Rivers of Latin America

Amazon	South America	4,000	Atlantic Ocean
Parana	South America	2,485	Rio de la Plata
Purus	South America	2,100	Amazon River
Madeira	South America	2,013	Amazon River
Sao Francisco	South America	1,988	Atlantic Ocean
Rio Grande	North America	1,900	Gulf of Mexico
Japura	South America	1,750	Amazon River
Tocantins	South America	1,677	Para River
Orinoco	South America	1,600	Atlantic Ocean

Major Lakes of the World

Lake	Continent	Depth (Feet)	Sq. Mi. Area	Length Miles	Elevation (Feet)
Caspian Sea	Asia/Europe	3363	143,244	760	-92
Superior	North America	1330	31,700	350	600

Major Lakes of Latin America

Titicaca	South America	900	3,200	122	12,500
Nicaragua	North America	230	3,150	102	102
Maracaibo	South America	197	5,200	115	Sea Level

Principal Deserts of Latin America

Desert	Place	Sq. Mile Area
Atacama	Northern Chile	70,000
Bolson de Mapimi	North Central Mexico	50,000
Vizcaino	Northwestern Mexico	6,000
Sechura	Northwestern Peru	2,000
Morrope	Northwestern Peru	1,500

Sources: Latin America Today, 1992 Edition, World Eagle, Inc., and The World Almanac and Book of Facts 1994, New York.

©CTIR
University of Denver

Principal Mountains of Latin America

Peak	Country	Feet
Aconcagua	Argentina	22,834
Ojos del Salado	Argentina-Chile	22,572
Bonete	Argentina	22,546
Tupungato	Argentina-Chile	22,310
Pissis	Argentina	22,241
Mercedario	Argentina	22,211
Huascaran	Peru	22,205
Llullaillaco	Argentina-Chile	22,057
El Libertador	Argentina	22,047
Cachi	Argentina	22,047
Yerupaja	Peru	21,709
Galan	Argentina	21,654
El Muerto	Argentina-Chile	21,457
Sajama	Bolivia	21,391
Nacimiento	Argentina	21,302
Illimani	Bolivia	21,201
Coropuna	Peru	21,083
Laudo	Argentina	20,997
Ancohuma	Bolivia	20,958
Ausangate	Peru	20,945
Toro	Argentina-Chile	20,932
Illampu	Bolivia	20,873
Tres Cruces	Argentina-Chile	20,853
Huandoy	Peru	20,852
Parinacota	Bolivia-Chile	20,768
Tortolas	Argentina-Chile	20,745

Major Earthquakes in Latin America

Date	Place	Magnitude
2/4/76	Guatemala	7.5
11/23/77	Northwestern Argentina	8.2
12/12/79	Colombia, Ecuador	7.9
3/31/83	Southern Colombia	5.5
3/3/85	Chile	7.8
9/19&21/85	Mexico City	8.1
3/5-6/87	Northeast Ecuador	7.3
5/30/90	Northern Peru	6.3
5/25/92	Cabo Cruz, Cuba	7.0
10/17/92	Murindo, Colombia	7.2
9/2/92	Off Nicaragua	7.2

Source: The World Almanac and Book of Facts 1994, New York.

©CTIR
University of Denver

Volcanoes Of Latin America

	Volcano	Last Eruption	Place	Altitude (Feet)
North America	Colima	1991	Mexico	14,003
	El Chichon	1983	Mexico	7,300
Central America	Tacana	1988	Guatemala	12,400
	Acatenango	1972	Guatemala	12,992
	Santiaguito (Santa Maria)	1991	Guatemala	12,362
	Fuego	1991	Guatemala	12,582
	Irazu	1992	Costa Rica	11,260
	Turrialba	1992	Costa Rica	10,650
	Poas	1992	Costa Rica	8,930
	Pacaya	1991	Guatemala	8,346
	San Miguel	1986	El Salvador	6,994
	Rincon de la Vieja	1993	Costa Rica	6,234
	El Viejo (San Cristobal)	1991	Nicaragua	5,840
	Ometepe (Concepcion)	1986	Nicaragua	5,106
	Arenal	1993	Costa Rica	5,092
	Momotombo	1982	Nicaragua	4,199
	Telica	1987	Nicaragua	3,409
South America	Guallatairi	1987	Chile	19,882
	Lascar	1991	Chile	19,652
	Tupungatito	1986	Chile	18,504
	Ruiz	1992	Colombia	17,716
	Sangay	1988	Ecuador	17,159
	Guagua Pichincha	1988	Ecuador	15,696
	Galeras	1993	Colombia	13,996
	Llaima	1990	Chile	10,239
	Villarrica	1984	Chile	9,318
	Hudson	1973	Chile	8,580

Source: *Latin America Today*, 1992 Edition, World Eagle, Inc., and *The World Almanac and Book of Facts 1994*, New York: World Almanac.

BEST COPY AVAILABLE

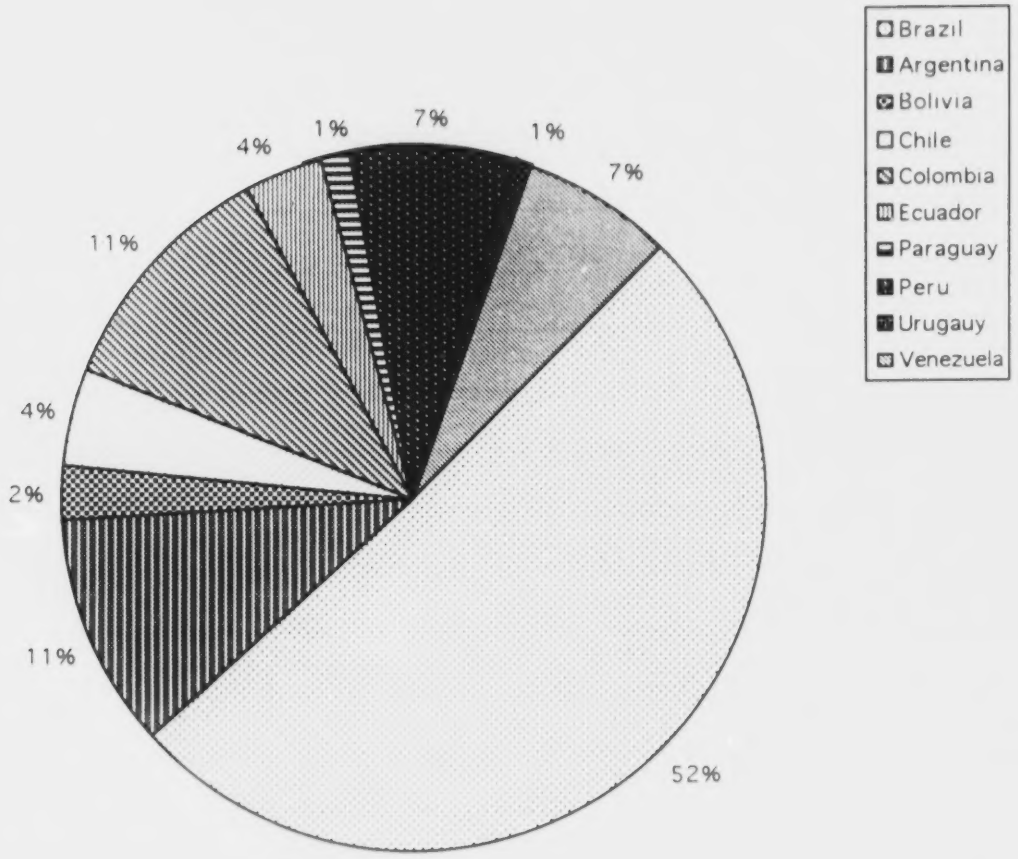
©CTIR
University of Denver

POPULATION ESTIMATES
(in millions)

Country	1900	1940	1988	1994	Projected 2025
Argentina	4.61	14.17	31.96	33.9	45.2
Bolivia	1.77	2.70	6.99	8.2	14.3
Brazil	17.98	41.11	144.43	155.3	245.8
Chile	2.96	5.06	12.75	14.0	19.8
Colombia	3.89	9.10	30.24	35.6	54.2
Costa Rica	.31	.62	2.87	3.2	5.6
Cuba	1.60	4.29	10.40	11.1	13.0
Dominican Republic	.60	1.76	6.87	7.8	11.4
Ecuador	1.30	2.47	10.20	10.6	19.2
El Salvador	.80	1.63	5.11	5.2	9.4
Guatemala	.89	2.20	8.68	10.3	21.7
Haiti	1.25	2.83	5.52	7.0	12.3
Honduras	.42	1.15	4.80	5.3	11.5
Mexico	13.61	19.65	82.73	91.8	143.3
Nicaragua	.42	.83	3.62	4.3	8.2
Panama	.26	.62	2.32	2.5	3.9
Paraguay	.49	1.11	4.04	4.8	9.2
Peru	3.00	6.68	21.26	22.9	37.4
Uruguay	.96	1.97	3.06	3.2	3.7
Venezuela	2.45	3.71	18.75	21.3	3.7
Latin America	59.56	123.66	425.45	470.0	724.5

©CTIR
University of Denver

BEST COPY AVAILABLE



Source: *Latin American Today*, 1992 edition, from World Eagle, Inc.

LATIN AMERICA POTPOURRI

	Life Expectancy (Years)		Infant Death Rate (Ratio)	Adult Literacy (Percent)
	Male	Female		
North America				
Mexico	69	76	30/1000	87
Central America				
Belize	67	73	30/1000	91
Costa Rica	75	79	12/1000	93
El Salvador	68	73	26/1000	73
Guatemala	61	66	56/1000	55
Honduras	65	68	54/1000	73
Nicaragua	60	66	57/1000	57
Panama	73	77	17/1000	88
South America				
Argentina	67	74	34/1000	95
Bolivia	59	64	82/1000	78
Brazil	62	69	67/1000	81
Chile	71	77	17/1000	93
Colombia	69	74	31/1000	87
Ecuador	67	72	42/1000	86
Guyana	61	68	50/1000	95
Paraguay	71	74	28/1000	90
Peru	63	67	59/1000	85
Suriname	66	71	34/1000	95
Uruguay	69	76	23/1000	96
Venezuela	71	78	23/1000	88
The Caribbean				
Antigua & Barbuda	71	75	20/1000	89
The Bahamas	69	76	19/1000	90
Barbados	70	79	22/1000	99
Cuba	74	79	11/1000	95
Dominica	74	70	11/1000	95
Dominican Republic	66	73	56/1000	83
Grenada	69	55	28/1000	85
Haiti	53	76	104/1000	53
Jamaica	72	69	18/1000	82
St. Christopher-Nevis	63	69	22/1000	90
St. Lucia	70	75	18/1000	78
St. Vincent & The Grenadines	71	74	19/1000	85
Trinidad & Tobago	68	73	17/1000	95

Sources: Dr. Paul B. Goodwin, Jr. *Latin America.* Guilford, CT: The Dushkin Publishing Group, Inc.., 1994; and *Book of Vital World Statistics.* NY: Times books, 1990.

©CTIR
University of Denver

BEST COPY AVAILABLE

	Per Capita Income	Gross National Product	% Inflation Rate
North America			
Mexico	3,200	289.0 billion	18.8
Central America			
Belize	1,635	373.0 million	5.0
Costa Rica	1,900	5.9 billion	12.0
El Salvador	1,010	5.5 billion	19.0
Guatemala	1,260	11.7 billion	14.0
Honduras	1,050	5.2 billion	26.0
Nicaragua	425	1.6 billion	9.9
Panama	2,040	5.0 billion	2.0
South America			
Argentina	2,134	90.1 billion	10.0
Bolivia	630	3.3 billion	15.0
Brazil	2,300	358.0 billion	47.8
Chile	2,300	30.5 billion	18.7
Colombia	1,300	45.0 billion	26.8
Ecuador	1,070	11.5 billion	49.0
Guyana	300	250.0 million	75.0
Paraguay	1,460	7.0 billion	15.0
Peru	1,920	20.6 billion	56.0
Suriname	3,400	1.5 billion	50.0
Uruguay	2,935	9.1 billion	60.0
Venezuela	2,590	53.2 billion	30.7
The Caribbean			
Antigua & Barbuda	6,500	418.0 million	7.0
The Bahamas	9,900	2.5 billion	7.3
Barbados	6,500	1.7 billion	3.4
Cuba	1,580	17.0 billion	n/a
Dominica	2,000	170.0 million	4.7
Dominican Republic	950	7.0 billion	4.7
Grenada	2,800	238 million	7.0
Haiti	440	2.7 billion	20.0
Jamaica	1,400	3.6 billion	80.0
St. Christopher-Nevis	3,650	14.7 million	4.2
St. Lucia	1,930	295.0 million	4.2
St. Vincent & The Grenadines	1,300	146.0 million	3.0
Trinidad & Tobago	3,600	4.9 billion	11.1

Sources: Dr. Paul B. Goodwin, Jr., *Latin America*, Guilford, CT: The Dushkin Publishing Group, Inc.., 1994; and *Book of Vital World Statistics*, NY: Times Books, 1990.

©CTIR
University of Denver

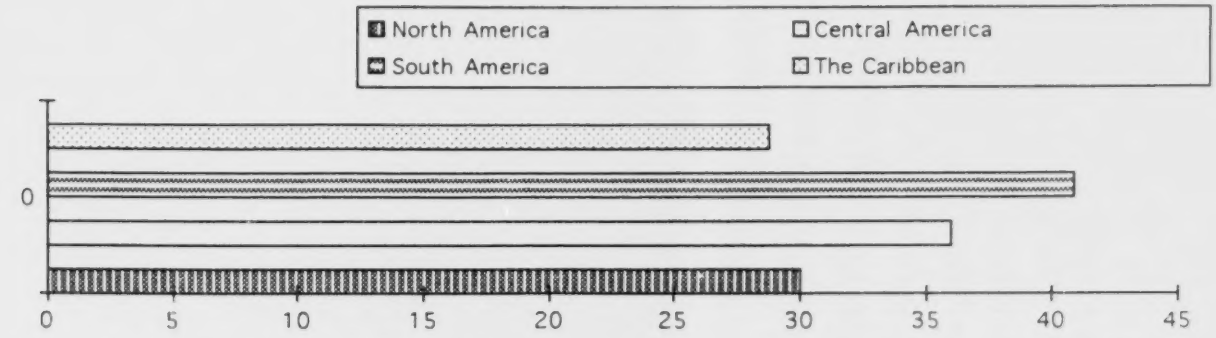
Natural Resources

North America	
Mexico	Petroleum, silver, copper, gold, lead, zinc, natural gas, timber
Central America	
Belize	Arable land, timber, fish
Costa Rica	Hydroelectric power
El Salvador	Hydroelectric power & geothermal power
Guatemala	Oil, nickel, timber
Honduras	Forest products, minerals, fish
Nicaragua	Arable land, livestock, timber, fisheries
Panama	Geographic location, copper, timber, ore
South America	
Argentina	Fertile plains (pampas) minerals
Bolivia	Tin, natural gas, petroleum, zinc, tungsten, antimony, silver, iron ore
Brazil	Iron ore, manganese, bauxite, nickel, uranium, gemstones, petroleum
Chile	Copper, timber, iron ore, nitrates, precious metals, molybdenum
Colombia	Petroleum, natural gas, coal, iron ore, nickel, gold, copper, emeralds
Ecuador	Petroleum, fish, timber
Guyana	Bauxite, gold, diamonds, hardwood timber, shrimp, fish
Paraguay	Hydroelectric sites, forest
Peru	Minerals, metals, petroleum, forests, fish
Suriname	Bauxite, iron ore, minerals, forest, hydroelectric potential, fish, shrimp
Uruguay	Soil, hydroelectric potential, minerals (minor)
Venezuela	Petroleum, natural gas, iron ore, gold, hydroelectric power, bauxite
The Caribbean	
Antigua & Barbuda	Seafood
The Bahamas	Salt, aragonite, timber
Barbados	Negligible
Cuba	Nickel
Dominica	Timber
Dominican Republic	Nickel, bauxite, gold, silver
Grenada	Spices
Haiti	Bauxite
Jamaica	Bauxite, gypsum, limestone
St Christopher-Nevis	N/A
St Lucia	Forests, pumice, mineral springs
St Vincent and the Grenadines	N/A
Trinidad & Tobago	Natural gas & petroleum

Sources: Dr. Paul B. Goodwin, Jr., *Latin America*, Guilford, CT: The Dushkin Publishing Group, Inc., 1994, and *Book of Vital World Statistics*, NY: Times Books, 1990.

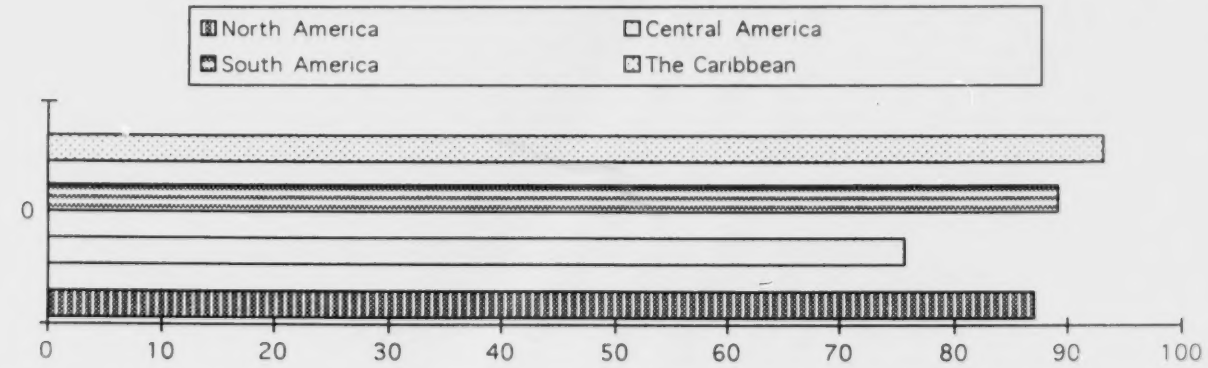
©CTIR
University of Denver

Infant Death Ratio/1000



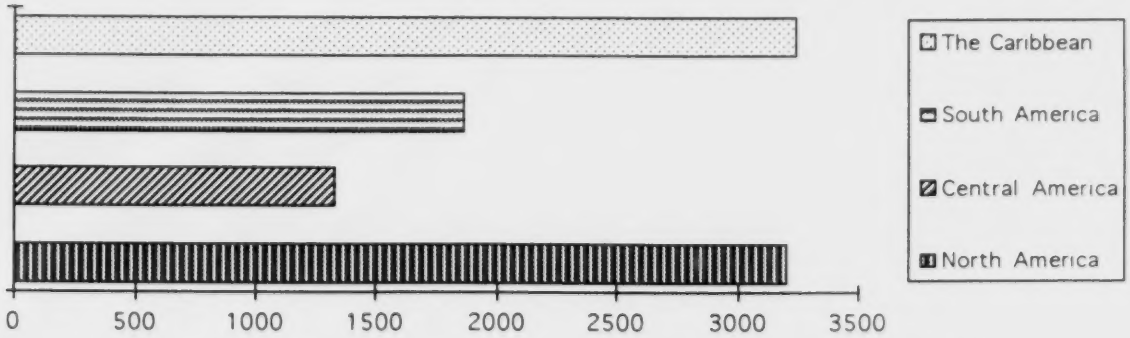
Lowest 11 (Cuba & Dominica) Highest 104 (Haiti) Median 33.9

% Adult Literacy Rate



Lowest 53 (Haiti) Highest 99 (Barbados) Median 86.2

Per Capita Income



Lowest $425 (Nicaragua) Highest $9,900 (The Bahamas) Median $2,409

©CTIR
University of Denver

MAPPING LATIN AMERICA

Introduction

Latin America is a designation given to those areas of the Western Hemisphere whose linguistic heritage is based on a romance language derived from Latin. This includes countries in Central America, South America, and the Caribbean, which causes confusion to many students. This activity is designed to heighten the awareness of Latin America's geography by having students create a map of a Latin American country.

Objectives

Students will be able to:

- Become familiar with mapping areas using a grid system.
- Examine the relationship between geography and settlement patterns.

Grade Level

6-10

Time

One class period

Materials

Overhead projector
Outline maps of Latin American nations
Rulers - one per student
One sheet construction paper for each student 10" X 22"
Colored pencils
World atlases

Procedure

1. Prior to class make an overhead transparency of a small map of a Latin American country and set up a grid system with lines 1/4 inch apart.

2. Tell students they will be creating maps of a Latin American nation of their choice in preparation for developing a travel brochure for that same country.

3. Show transparency from procedure #1 to students and describe the process of creating larger maps from smaller ones using the grid system.

4. Have each student choose a Latin American country and photocopy a map of his/her country. Have students overlay a grid system with lines 1/4 inch apart. (Suggestion: copies of maps of nations prepared in advance by the teacher will expedite this lesson.)

5. Using the construction paper have students enlarge their maps by drawing a grid system with lines one inch apart. They will now draw freehand the new larger map which will become the cover of their travel brochure.

6. Once the map has been redrawn have students erase the grid system and use colored pencils to highlight their map.

©CTIR
University of Denver

7. Have students include the following information on their travel brochure maps: capital city; major cities rivers, mountain ranges and peaks two other significant land forms; major bodies of water such as lakes, rivers, oceans and countries bordering their nation.

8. Debrief students by asking:

- What three new pieces of information did you learn about the geography of the Latin American nation you chose to map?
- What inferences can you make based on these three new pieces of information?
- Did you encounter any unforeseen difficulties while drawing your maps?
- How did the geography of the nation (i.e., rivers, land forms, etc.) affect its settlement patterns especially with regard to the location of the major cities?

Follow-up

Have each student, or groups of students create a geographically utopian country and then give a five minute oral presentation to the class outlining their project.

PERPLEXING PERCEPTIONS

Introduction

The study of foreign countries often illuminates the fact that student knowledge of place, location, and geographic features is often vague and confusing. The purpose of this activity is to dispel some of your students' misperceptions and generate enthusiasm for the study of Latin American geography as well as other countries.

Objective

Students will be able to:

Analyze perceptions of Africa and Latin America geography.

Grade Level

6-10

Time

One class period

Materials

Overhead projector
Blank transparencies
World atlases

Procedure

1. Have students write down their responses, in one or two words, to the following words or phrases:

WORDS	PHRASES
a. Colombia	a. deforestation of rain forest
b. Panama	b. environmental degradation
c. Mexico	c. desertification of savannah
d. Brazil	d. Stanley & Livingston
e. Ethiopia	e. largest river in the world
f. South Africa	f. longest river in the world
g. Nigeria	q. Tierra del Fuego
h. Uganda	h. Cape of Good Hope

2. Have students share their responses with the entire class in a general discussion about perceptions and misperceptions about Africa and Latin America.

3. Divide the class into groups with four students per group.

4. Have each group develop five questions for which they would like to know the answers. Of the five questions, only two of them may ask for simple, factual information, such as: What is the capitol of _____?, How much rainfall?, and Where is _____ located?

5. Have each group write their questions on blank transparencies and present them to the entire class. Provide world atlases so that students can look up answers to their questions.

6. In a class discussion, ask:

© CTIR
University of Denver

- Which questions did you find most helpful in learning new information?
- Which style of question provided you with the opportunity to learn the most new information?
- Did you discover any similarities or differences between Africa and Latin America in terms of their climate, land forms, other physical features, and location of population centers?
- What accounts for these differences?
- What influences the climate and weather patterns of each continent?
- Did answering these questions dispel any misperceptions about Africa and Latin America you might have had, or that were mentioned in class previously? For example, did your realize that Africa is nearly twice as large as South America?

Follow-up

1. Have students take their answers and create word searches or crossword puzzles.

2. Create a continent using the best parts of both the African and Latin American continents.

©CTIR
University of Denver

COMPARING GEOGRAPHIC DATA

Introduction

It is not often that people discuss Africa and Latin America in a context other than the Third World status of many of their nations. Through a structured investigation students will be encouraged to view these two regions in other than a political fashion. The purpose of this unit is to engage students in the process of critically examining two divergent yet related regions.

Objectives

Students will be able to:

Analyze Africa and Latin America data for similarities and differences.
Develop questions derived from the analysis.

Grade Level

6-10

Time

One to two class periods

Materials

Handout #8, "Geography Information Packet"
Handout #9, "Analysis Log Sheet"
Handout #3, "Latin America Map Packet"
Handout #10, "Venn Diagrams"
Four Highlighter marking pens - any color

Procedure

1. Divide the class into four groups and distribute Handout #8, "Geography Information Packet," Handout #3 and Handout #9, "Analysis Log Sheet," to each.

2. Each group is to analyze the maps, charts, and other information about African and Latin American geography in order to determine similarities and differences and develop questions to be answered.

3. Have each group choose a recorder (who is responsible for writing down all responses on Analysis Log Sheet) and a group leader (in charge of having all group members participate equally).

4. Have each group describe the similarities and differences they find as they examine the information. They will record their findings on the "Analysis Log Sheet" and then develop three questions they cannot answer with the given information. Questions may be of a type which seek additional information or may clarify and correlate the data each group studies.

5. Allow 15-20 minutes for this portion of the activity.

6. Distribute Handout #10, "Venn Diagram," and have the students complete this handout.

7. Each group will now select the three similarities and three differences they feel are most important and highlight them (using highlighter marking pens).

©CTIR
University of Denver

8. Hold a class discussion and ask:

- What did you think were the three most important similarities? Differences?
- Use the twelve student-generated questions as the follow-up in this debriefing section.

Follow-up

Create a collage symbolizing the combined geography of Africa and Latin America.

© CTIR
University of Denver

GEOGRAPHY INFORMATION PACKET

Physical Features of Latin America

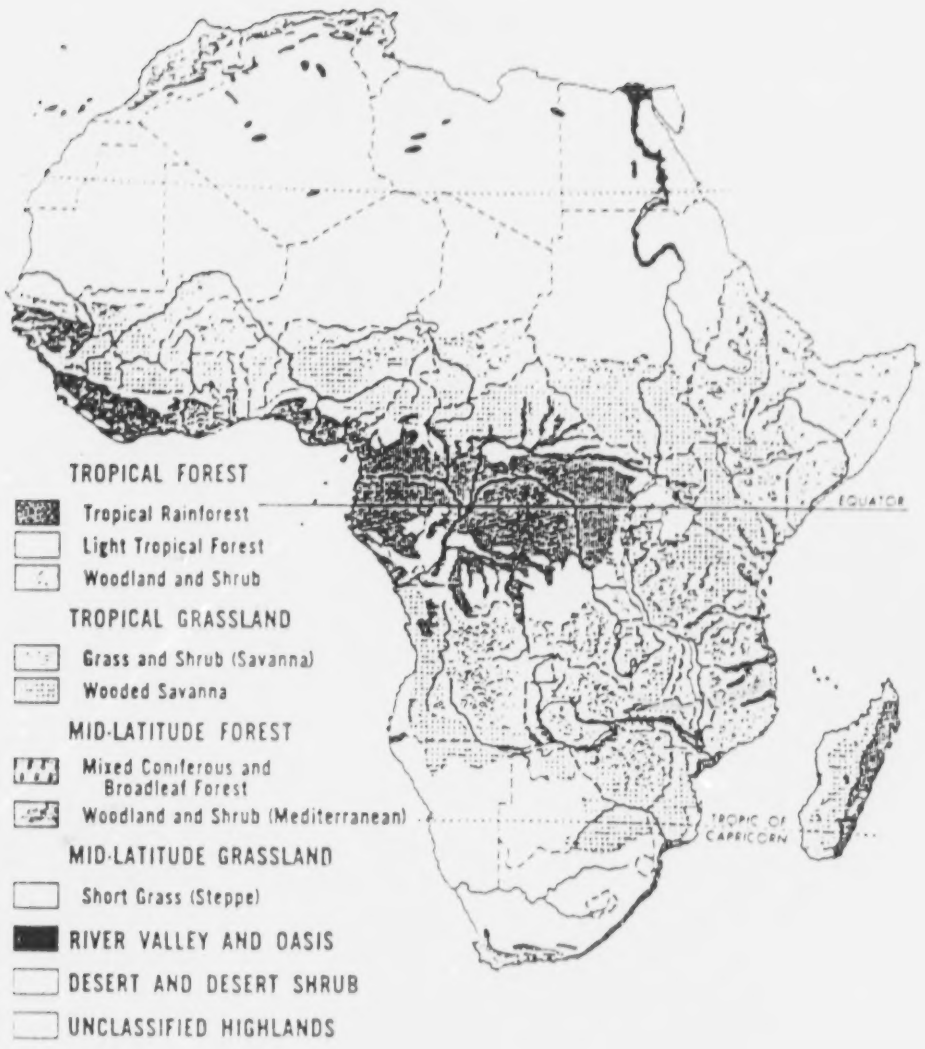
©CTIR
University of Denver

BEST COPY AVAILABLE

Physical Features of Africa

BEST COPY AVAILABLE

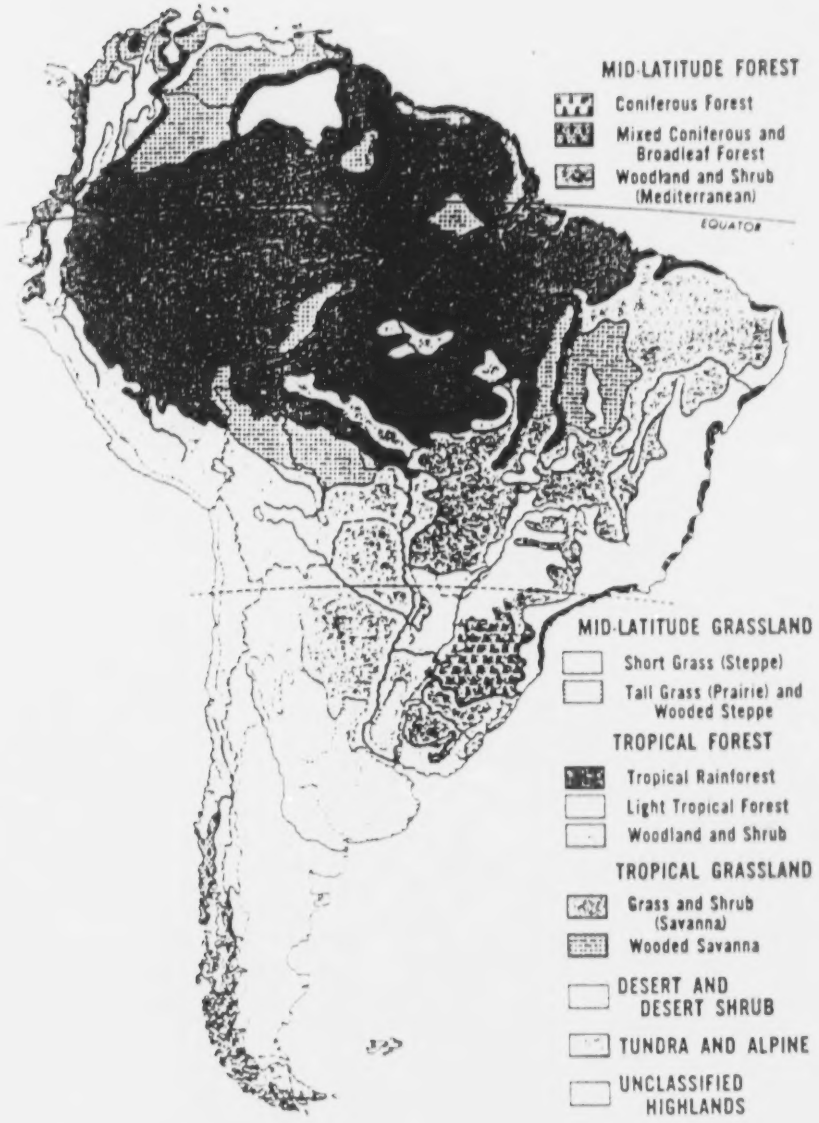
Vegetation of Africa



BEST COPY AVAILABLE

©CTIR
University of Denver

Vegetation of South America



BEST COPY AVAILABLE

©CTIR
University of Denver

Per Capita GNP in U.S. Dollars

North America	
Mexico	3,200
Central America	
Belize	1,635
Costa Rica	1,900
El Salvador	1,010
Guatemala	1,260
Honduras	1,050
Nicaragua	425
Panama	2,040
South America	
Argentina	2,134
Bolivia	630
Brazil	2,300
Chile	2,300
Colombia	1,300
Ecuador	1,070
Guyana	300
Paraguay	1,460
Peru	1,920
Suriname	3,400
Uruguay	2,935
Venezuela	2,590
The Caribbean	
Antigua & Barbuda	6,500
The Bahamas	9,900
Barbados	6,500
Cuba	1,580
Dominica	2,000
Dominican Republic	950
Grenada	2,800
Haiti	440
Jamaica	1,400
St. Christopher-Nevis	3,650
St. Lucia	1,930
St. Vincent/The Grenadines	1,300
Trinidad & Tobago	3,600

Africa	
Algeria	2,130
Angola	950
Benin	400
Botswana	n/a
Burkina Faso	205
Burundi	200
Cameroon	1,010
Central African Rep.	440
Chad	190
Cote d'Ivoire	800
Egypt	720
Ethiopia	130
Equatorial Guinea	430
Gabon	4,400
Gambia, The	235
Ghana	400
Guinea	410
Guinea-Bissau	160
Kenya	385
Lesotho	240
Liberia	440
Libya	6,800
Malawi	200
Mali	265
Morocco	1,060
Namibia	1,400
Niger	300
Nigeria	300
Rwanda	310
Senegal	615
Sierra Leone	330
Somalia	170
South Africa	2,600
Sudan	450
Swaziland	752
Togo	400
Tunisia	1,320
Uganda	300
Western Sahara	690
Zaire	180
Zambia	380
Zimbabwe	660

Sources: *World Almanac Book of Facts 1994*; and *Book of Vital World Statistics*, NY: Times Books, 1990.

©CTIR
University of Denver

ANALYSIS LOG SHEET

	Similarities	Differences
Land forms:		
Climate:		
Population Density:		

©CTIR
University of Denver

	Similarities	Differences
Population Distribution:		
GNP per Capita:		

Questions:

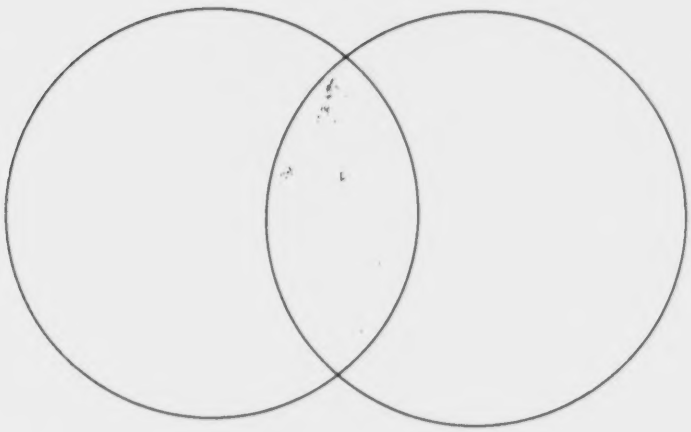
1.

2.

3.

©CTIR
University of Denver

VENN DIAGRAM



Geometric figures called Venn Diagrams are often used in mathematics and show where and how much areas/topics are similar and different. The shaded area of the example above represents the extent of similarities found in these two circles. In the space provided below create Venn Diagrams showing the extent of similarities between Africa and Latin America in the following categories: land forms, climate, population density, population distribution, and GNP per capita.

©CTIR
University of Denver

GEOGRAPHIC DIVERSITY

Introduction

In many areas, learning and education are compartmentalized which inhibits comparisons that might otherwise provide useful knowledge. This activity is designed to move beyond study of a single country and will analyze similarities and differences of other countries and Latin America.

Objectives

Students will be able to:

- Compare and contrast the geographic data of individual counties.
- Construct advertisements that creatively describe geographic characteristics.

Grade Level

6-10

Time

One to two class periods

Materials

Handout #11, "Geographic Characteristics Chart"
Posterboard or construction paper
Colored pencils or marking pens
Old magazines
Glue, scissors, tape, etc.

Procedure

1. Prior to the beginning of this activity arrange for library research time.

2. Have students choose a partner for this activity and have them choose a Latin American country and one other county to research. They should not let other people know what countries they will be researching because this information will be used in a later activity.

3. Distribute Handout #11, "Geographic Characteristics Chart," and instruct the students to complete the chart.

4. Allow students time to go to the library to do their research.

5. When all pairs have completed their research, reassemble the class and tell them that they will now be creating advertisements depicting the countries that they researched. In the advertisement they may not use a map or the name of the country because such disclosure will render the activity *Wheeling Questions* unusable.

6. Allow students to pick-up all necessary construction materials in preparation for creating their advertisements. Possible suggestions include: sketching out their advertisements in rough draft form using a pencil and including at least half of the information categories listed from the "Geographic Characteristics Chart."

7. In a class discussion, ask the following questions:

©CTIR
University of Denver

- Which characteristics contain the greatest number of similarities?
- Which characteristics contain the least number of similarities?
- What inferences can you draw from the answers to questions number one and number two?
- What criteria did you use to choose the information displayed in your advertisement? ,
- What kind of advertisement did you use? And why?
- How would you categorize the type of advertisement you chose?

Follow-up

Write a short adventure or fantasy story using the geographic information supplied in the "Geographic Characteristics Chart" as the setting for the story.

©CTIR
University of Denver

GEOGRAPHIC CHARACTERISTICS CHART

Name:_____

Characteristics	Country	Country
Land forms: Similarities		
Differences		
Climate: Similarities		
Differences		
Natural Resources: Similarities		
Differences		

©CTIR
University of Denver

Characteristics	Country	Country
Economic Basis: Similarities		
Differences		
Ethnic Groups: Similarities		
Differences		
Literacy Rate: Similarities		
Differences		
Arable Land: Similarities		
Differences		

©CTIR
University of Denver

Characteristics		Country	Country
Religion:	Similarities		
	Differences		
Health Care:	Similarities		
	Differences		
Customs:	Similarities		
	Differences		
Music:	Similarities		
	Differences		

©CTIR
University of Denver

WHEELING QUESTIONS

Introduction

Asking questions can be one of the most difficult skills for students to acquire. They are often at a loss in determining the questions which will elicit the best responses. This activity will assist students in developing better questioning skills as they ask questions and listen to others asking questions. At the same time they will be learning about countries in Latin America and elsewhere.

Objectives

Students will be able to:

- Recognize context clues and their importance in understanding information.
- Improve their questioning skills.
- Encouraged to continue asking questions in all areas of their studies.

Grade Level

6-10

Time

One class period

Materials

Handout #12, "Twenty Questions Rules and Guidelines"

Procedures

1. Utilizing the activity entitled *Geographic Diversity*, have each pair of students present their advertisement to the class and allow the students to play the game "Twenty Questions" in order to determine which country is being portrayed.

2. Distribute Handout #12, "Twenty Questions Rules and Guidelines," and have students follow along as the rules are discussed.

3. Play the game for the remainder of the period. Teacher can use the suggested Scoring Sheet if desired, or assign students to keep track of the score.

4. In a class discussion, ask:

- Did you find the game of Twenty Questions easy or difficult? Explain.
- What strategies did you employ when asking questions about the advertisements?
- Were there clues or indicators in the advertisements that enabled you to quickly deduce the correct country?
- Why were some of the advertisements more difficult to interpret than others.
- Did the countries chosen make it more difficult to create advertisements? Why?

©CTIR
University of Denver

- Did specific country chosen for the advertisement provide a greater challenge due to the nature and variety of its characteristics? Why?

Further Suggestions

1. Have students design a game or game board that would serve to enhance knowledge of specific Latin American or other countries.

2. Have students develop a slide show of pictures, possible photos, or magazine photos, and simulate the game of Twenty Questions.

Suggested Scoring Sheet

Possible Total Points = 20 points

_____QUALITY OF QUESTIONS:
- _____Sequential (one question builds on another) = +3
- _____Adds to appropriate information gathered = +3
- _____Piggybacks previous student/pairs questions = +3

_____TOTAL NUMBER OF QUESTIONS ASKED BY STUDENTS IN ORDER TO CORRECTLY IDENTIFY COUNTRY:
- _____One to five questions = +8
- _____Six to ten questions = +6
- _____Eleven to fifteen questions = +4
- _____Sixteen to twenty questions = +2
- _____Twenty-one or more questions = +0

_____AMOUNT OF TIME BETWEEN GOOD/QUALITY QUESTIONS
- _____(Refer to Quality of Questions):
- _____One to fifteen seconds = +2
- _____Sixteen to thirty seconds = +1

_____VIOLATIONS:
- _____Asking wrong type of question (e.g., not yes/no) = -5
- _____Shouting out possible answer(s) = -10
- _____Time violation = -3
- _____Discussion outside of 30 second question preparation period by any student pairs = -5

_____TOTAL POINTS SCORED

_____GRADE

©CTIR
University of Denver

TWENTY QUESTIONS RULE AND GUIDELINES

1. One pair of students at a time will hold up their advertisement and the remainder of the class (in the same pairs that created the advertisements) will take turns asking questions. (Note: Decide upon an order for displaying advertisements and asking questions prior to the beginning of this game.)

2. Questions will be asked so that answers will be given in a yes/no style of response.

3. If the answer is yes, the same pair of students will continue to ask the questions and will have thirty seconds to ask their next question. Students will, have a five question limit to the number of consecutive questions they may ask.

4. If the answer is no, the student pair loses its turn.

5. Students lose a turn if they do not ask a question which may be answered with a yes or no response.

6. All questions must be asked within thirty seconds of the preceding answer.

7. During the thirty second question preparation period all students may confer in their respective pairs.

8. Only the team asking questions may try to guess the correct name of the country. To do so they must raise their hands and wait for teacher acknowledgment. If they are wrong, they lose two turns and the next pair of students has thirty seconds to ask a question. If they are correct they are awarded five points and the next student advertisement is displayed.

9. The game continues until all advertisements have been displayed and correctly identified.

10. The winning team will be the pair of students who accrue the highest point total.

©CTIR
University of Denver

SECTION B
CULTURE

CULTURE CRACKERS

Introduction

When traveling in other countries it is essential to know general background information about customs and lifestyles in order to facilitate enjoyable travel. Students' research will aid in acquisition of knowledge about Latin America for the purpose of developing travel brochures.

Objectives

Students will be able to:

- Discover some of the customs, lifestyles, and general history of Latin America nations.
- Analyze data for similarities and differences between Latin American and student's own culture.

Grade Level

6-10

Time

One to two class periods

Materials

Access to materials about customs, etc. of various Latin American countries, e.g., *Culturegrams* (See Resource List)
Colored or glossy construction paper, 11" X 17"
Scissors
Colored pencils
Variety of magic markers
National Geographic magazines, and others with pictures or material students can use
Glue

Procedure

1. Explain to students that they are going to make a travel brochure on a Latin American country. Have them choose one country from Latin America.

2. Lead a brainstorming session for the purpose of determining what kinds of information are found in travel brochures. List student ideas on the chalkboard, which can include the following: customs, language, religion, history, government, economy, education, land/climate, holidays, currency, tourist attractions, health statistics.

3. Have students read materials silently in preparation for creating travel brochures.

4. Have students create travel brochures using a minimum of ten of the brainstormed categories for inclusion in the text of their pamphlets. If they chose the categories of government, economics, and health, they need to include information such as: type of government, political parties, current Head of State; GNP, per capita income, exchange rate, major industries, imports and exports; and life expectancy, infant mortality rate, doctors per population.

©CTIR
University of Denver

5. The exterior of the pamphlet must include the title, the name of the country, a picture, and/or a map. (If the activity *Mapping Latin America* was used previously, students may use the map generated for the cover of their pamphlet.)

6. Hold a class discussion and ask:

- What cultural differences and/or similarities were discovered between your country and Latin American nations in your reading?
- Was there any information that you found which caused you to want to visit your chosen country? Why or why not?

Follow-up

Have students give a five minute oral presentation in the form of a sales pitch in order to entice people to travel to their country.

©CTIR
University of Denver

ANALYZING CULTURE CARTOONS

Introduction

The various media contain information that is not always completely obvious. Comic strips often show, with humor, different aspects of culture, from relationships to idiosyncrasies and stereotypes. The motive of this activity is to introduce students to the cultural nature of many of the cartoons they regularly read. This will encourage them to read with the understanding that the author of something as simple as a cartoon is trying to convey information to them and is not always trying to simply entertain them.

Objectives

Students will be able to:

- Explore the purpose behind cartoons.
- Analyze cartoons for cultural content.

Grade Level

6-10

Time

One to two class periods

Materials

Overhead projector
Create a file of cartoons which have cultural/political themes

Procedure

1. Prior to beginning this activity, assign students the task of collecting cartoons which emphasize cultural and political themes of Latin America.

2. Individually have students take two minutes and brainstorm reasons why people write cartoons and write them down.

3. In groups of three have students combine their individual lists and then create a group list of their five best reasons for writing cartoons.

4. Have each group go to the chalkboard and write their list on the board.

5. Lead a general discussion about cartoons, their purposes and how they can be used to portray cultural information.

6. Using an opaque projector show the class the collection of cartoons and discuss the cultural interpretations of each cartoon. Some possible interpretations could involve issues such as: high crime rates, societal values such as money, weapons, strength, might makes right, social hierarchies, class struggle between rich and poor, discrimination because of differences, or fear of technology.

7. Ask students the following questions:

©CTIR
University of Denver

- Describe the importance of understanding the various ways cultural differences can be represented. Explain the reasons why someone might choose to misrepresent a culture in a cartoon.
- What other ways are there of depicting cultural differences other than cartoon strips?
- What must you know before you are able to understand an author's cultural bias?
- What could you do if you found a cartoon offensive?
- Was it difficult to find cartoons on Latin American issues? Why?
- What issues or themes were most prevalent in the depiction of Latin America?
- If you were a political cartoonist what would you choose as a topic to emphasize concerning Latin America?
- Make two generalizations about Latin America based on the cartoons presented in class. Do you think that you achieved a realistic or biased image of Latin America based on these cartoons?

Follow-up

1. Have students keep a journal of cartoons that have a cultural perspective.

2. Create a crossword puzzle using the cultural differences found in the cartoons.

3. Have students choose the five best cartoons and describe why they selected and ranked them as they did.

CREATING CULTURAL CARTOONS

Introduction

Students are seldom put into the role of having to explain their views on cultural differences in the context of cartoons. By having students create cultural cartoons it is the intent of this activity to allow students to enhance their own knowledge of, and sensitivity with regard to, cultural differences.

Objective

Students will be able to:

- Become sensitized to cultural differences

Grade Level

6-10

Time

One class period

Materials

Posterboard or butcher paper
Colored markers
Masking tape
Resource materials on Latin American cultures

Procedure

1. Have students select a Latin American country, read, and then write down cultural differences they find.

2. Using the information gathered, have students design a comic strip that illustrates a cultural difference. Several options for representing these cultural differences include:

- business people from your country in a Latin America country
- United States tourist in a Latin American country
- describe an interaction between people of different cultures
- Latin American tourist in your country

3. Distribute posterboard, butcher paper, and markers for students to use as they create their comic strips. Upon completion these cartoons will be displayed around the room.

4. Have students answer the following questions to analyze student cartoons.

- What Latin American country is depicted in the cartoon?
- What cultural differences were portrayed in each cartoon?
- What evidence led you to your conclusions about questions one and two?
- What cultural difference did the artist intend to portray?

©CTIR
University of Denver

- What other ways might the above cultural difference be represented?

Evaluation

1. Evaluate each cartoon based on its effectiveness in communicating the artist's message.

2. Have students choose the best five cartoons and describe why they selected and ranked them as they did.

Follow-up

1. Have students find cartoons with cultural messages in a variety of magazines, books, newspapers, etc.

2. Lead a discussion about cartoons as humor/satire and encourage students to look for cultural humor/satire in the movies and on television.

©CTIR
University of Denver

CULTURE CONTACT

Introduction

One of the most difficult tasks for students can be to put themselves in someone else's shoes as they study different cultures. This activity will ask students to analyze the culture of Latin America by using student-constructed interviews to discuss cultural differences with people from Latin America.

Objectives

Students will be able to:

- Increase their sensitivity to different cultures.
- Analyze Latin America culture and society.

Grade Level

6-10

Time

One to two class periods

Materials

None

Procedure

1. Prior to the beginning of this activity the teacher will need to identify and make contact with people from Latin America countries. Students will be contacting and interviewing these individuals for the purposes of analyzing social and cultural differences between their own and Latin American societies. Teachers may want to set up interview schedules prior to class as well, though it would be beneficial for students to take this initiative.

2. To begin the activity lead a general discussion about cultural differences students may have encountered while on a family vacation or other trip in their country.

3. Make a list of student responses on the chalkboard and attempt to categorize them. Possible categories include: language barriers/accents, dialects, change of word meaning; food/diet, eating habits; customs/social interactions, holidays, religion; work and leisure.

4. Have students develop a questionnaire based on the previously mentioned categories. Questions should be as open-ended as possible to encourage longer, more expansive answers. Avoid questions which elicit one word responses such as yes/no.

5. The teacher should determine the number of questions to be asked, and the length of the interview to fit their particular time frame. Proceed with the interview process when you are satisfied with the quality of questions in the completed interview form.

6. Ask students the following questions:

- What new information did you learn about the culture and customs of Latin America?

©CTIR
University of Denver

- In what country did the person you interview live?
- Were you surprised by any of the customs or values you learned about in the interview?
- Did this process allow you to make a new friend? Did it intrigue or excite your curiosity enough so that you would want to visit that country?
- Are there any suggestions you have for changing and improving the interview process? What would you do the same way and what would you do differently?

Follow-up

1. Have students write a brief paper summarizing their interview experiences.

2. Hold a *Culture Day* and invite all the interviewees to class. Every person, students and adults alike, will be assigned to bring something to class (i.e., food, clothing, game, book, etc.) which they consider their favorite for display.

©CTIR
University of Denver

BORED OF EDUCATION?

Introduction

Societies create educational systems to fit their needs and then those educational systems reinforce the systems from which they originated. The educational systems tend to reflect the culture and thus, by studying them, we can observe cultural diversity at work.

Objectives

Students will be able to:

- Improve communication skills through letter writing.
- Analyze educational systems for cultural diversity.
- Formulate hypotheses concerning the development of education systems.

Grade Level

6-12

Time

Two class periods

Material

Overhead projector

Procedure

1. Assign students a country or countries they will be responsible for and have them write letters to Latin American embassies (See Resource List for addresses) and to the Ministries of Education for each Latin American country to gather information concerning the education systems in these countries. It will take several weeks to a month in order to obtain the information needed to complete this portion of the activity.

2. The following questions will be useful to students as they write their letters.

- What types of schools do you have? Public? Private? Parochial?
- How much does it cost to send one child to school?
- How many years are students required to stay in school?
- How many years does the typical young person spend in school?
- Is there a national test that students must pass in order to progress to the next higher level of education?
- Where do schools get their funding?
- Who controls the curriculum of individual schools?
- How is power divided in your educational system - from the national down to the local level?
- What are the requirements for people to become teachers?

© CTIR
University of Denver

- What is the average student/teacher ratio?
- Is there a standard method of teaching and grading?
- How does the socioeconomic status and ethnic origin of your population affect maximum grade level achieved?
- Are there required courses which every student must take?
- What are your graduation requirements?

3. After information is received divide students in pairs and have them compare and contrast the information they have for their countries.

4. Have students develop hypotheses to suggest why the education systems developed as they did.

5. Have student pairs write a one page synopsis of their findings and present it to the entire class. The class as a whole will then look for similarities and differences in the educational systems found throughout Latin America. Use overhead projector to list these so all can see.

6. Ask the following questions:

- How have the governments and political systems of individual nations influenced their educational systems?
- What effects has the geography of the nation had on the development of education throughout Latin America?
- Describe how education affects socioeconomic status within a nation and give specific examples from the nations you learned about.
- What role does communication technology have in furthering the development of education in these nations?
- Are there any generalizations we can make about education in Latin America that are pertinent for all Latin American nations?
- How do the educational systems found in Latin America compare with those found in your country in terms of governmental, political, geographical, and technological effects on the education system?

Follow-up

Have students develop an ideal education system for their country, taking into account the political, economic, and social conditions present today.

ARE WE COMPARING APPLES AND ORANGES?

Introduction

Statistical data can provide much useful information to students. In this activity the students will gather statistical information about Latin America and another country in order to make cultural comparisons.

Objectives

Students will be able to:

- Improve map, chart, and graph reading/interpreting skills.
- Compare and contrast statistical data from two different Third World areas.
- Make inferences about cultures from interpreted data.

Grade Level

6-10

Time

One class period

Materials

World atlases
World almanacs

Procedure

1. Have students choose one country in Latin America and one other country in the world that they would like to know more about. Have them research information concerning the following topics:

- education - literacy rate, average grade completed, etc.
- health care - life expectancy, infant mortality, hospitals/doctors per population, birth/death rate, etc.
- population trends - urban/rural density
- economy - GNP, GDP, per capita income, resources, major crops, industries, percentage of work force in agriculture, service, or industry, etc.
- geography - size of country, location, temperature and rainfall information, etc.
- politics - date of independence and colonial power which ruled prior to independence, style of government, etc.

2. Encourage students to analyze individually the information they gathered and look for similarities and differences between the Latin American nation and their other country of choice.

3. Have a class discussion and ask:

- What similarities/differences did you notice? How can these be explained?

©CTIR
University of Denver

- Why did they occur?
- What does the future hold for these countries if present trends in population growth, environmental degradation, and economic stagnation continue?
- What happens if improvement occurs in one or more of the above-mentioned trends?

4. Divide the students into pairs and have them creatively teach each other about the countries chosen and also about the similarities and differences discovered in the data.

Follow-up

1. Generate a class discussion about the similarities and differences found and what the various data suggest.

2. Make a list on the chalkboard of students responses to the above activity and have students make some general statements about their countries based on that list.

Further Suggestions

Have students follow the news media for information about Latin America or their individual countries.

©CTIR
University of Denver

GROWING PAINS

Introduction

One of the major concerns in the world today is the possibility of overpopulation. Nowhere is this problem more acute than in the Third World. Profound changes due to the pressures of increasing population can be expected in these countries. The intent of this activity is to introduce students to the present and future trends of population growth as well as the ramifications of such growth.

Objectives

Students will be able to:

- Interpret data from population charts.
- Formulate opinions about the interpreted data.
- Empathize with people facing situations involving population growth.

Grade Level

6-10

Time

One class period

Materials

Handout #14, "Population Estimates"

Procedure

1. Begin the activity with a discussion about the impact of a sudden increase in the size of the student's own family. Specifically, how would students feel if their family were to have four additional members living with them within the next year?

2. Ask students the following questions:

- How would these additional family members impact the following areas: food (type and availability), clothing (quantity vs. quality), space allocation (i.e., room sharing, building additions), education (public vs. private), vacations (presents, traveling), and transportation (bus, car, walk)?

- How would your neighbors react to the increased number of people living with your family?

- Based on your answers about the impact of new family members, would you welcome such change? Why or why not?

3. Distribute Handout #14, "Population Estimates." Have each student formulate five general statements about the information in the handouts.

4. Lead a brief discussion about their generalizations.

- Did you discover any trends in population growth? If so, what were they?

- Were any nations not growing as rapidly as they might have expected? Why or why not?
- Did you make any unique informational discoveries? If so, explain.
- What role does disease play in population growth? Health care? Nutrition? Cultural values? Economics? Politics? Explain the role of each.
- What suggestions might you have to help improve the quality of life in countries that suffer from overpopulation?

Follow-up

1. Create a bulletin board depicting population issues in Third World countries.

2. Create a series of maps showing areas of overpopulation and underpopulation.

©CTIR
University of Denver

POPULATION ESTIMATES
Selected Countries (Millions)

	Population 1994	Projected Population 2010	Projected Population 2025
Africa			
Ethiopia	55.2	89.0	133.2
Kenya	27.0	44.4	63.8
Malawi	9.5	14.7	21.3
Nigeria	98.1	162.0	246.0
South Africa	41.2	58.4	73.2
Zaire	42.5	68.6	104.5
Asia			
China	1,192.0	1,376.1	1,504.3
India	911.6	1,163.3	1,376.1
Japan	125.0	130.4	125.8
Malaysia	19.5	26.6	34.3
Myanmar	45.4	59.2	71.7
Thailand	59.4	68.8	74.5
Latin America			
Argentina	33.9	39.9	45.2
Chile	14.0	17.2	19.8
Costa Rica	3.2	4.5	5.6
Mexico	91.8	119.5	143.3
Nicaragua	4.3	6.8	8.2
Peru	22.9	31.0	37.4
Others			
Australia	17.8	20.9	22.9
Canada	29.1	33.4	36.4
United States	260.8	300.4	338.3
Europe			
Belgium	10.1	10.1	9.9
France	58.0	58.8	58.7
Greece	10.4	10.9	10.5
Portugal	9.9	10.3	10.3
United Kingdom	58.4	61.0	62.1

©CTIR
University of Denver

VIEWING METAMORPHOSES THROUGH GRAPHS

Introduction

What is it that students think about with regard to overpopulation? Are their perceptions of the causes of population growth realistic? Do their perceptions reflect differences between First World and Third World and countries? This activity is designed to assist students in their pursuit of the answers to these questions.

Objectives

Students will be able to:

- Become familiar with graph population data.
- Create hypotheses that explore population growth.

Grade Level

6-10

Time

One class period

Materials

Handout #14, "Population Estimates"
Graph paper - one sheet per student
One ruler for every three students
Colored pencils

Procedure

1. Using the data from Handout #14 from the activity *Growing Pains*, have students individually graph the population data for the Latin American countries as well as data for five other nations. The categories of data to be graphed will be found in Growing Pains. Use the graph paper and colored pencils at this time. Denote different countries by using different colors.

2. Lead a class discussion and ask:

- According to the data, which countries will grow at a faster rate? Why or why not?
- What is your hypothesis which explains the more rapid population growth of the countries?
- How will population growth affect the urban and/or rural populations?
- What are the implications for Latin America in the world political, economic, and social arenas?

Further Suggestions

1. For homework, have students create a combined chart for the nations they chose in the above activity. On the chart, these nations should be ranked from fastest to slowest growing populations.

2. In small groups have pairs of students compare their graph/chart data to each other. Discuss their reasons for choosing the particular nations for their graphs/charts.

©CTIR
University of Denver

SECTION C
HISTORY

ANCIENT AMERICA JIGSAW RESEARCH

Introduction

Students generally have stereotypical ideas of Native Americans based on perceptions developed by watching television and movies. By providing students with another means of gathering information data this activity will help challenge those stereotypes.

Objectives

Students will be able to:

- Acquire knowledge of ancient Native American cultures of Central and South America.
- Improve library research skills.
- Evaluate the process used for library research.

Grade Level

6-10

Time

One to two class periods

Materials

Handout #15, "Societal Chart"

Procedure

1. Several days prior to this activity arrange for library research time of approximately one class period.

2. Divide class into four groups of equal size. Each group will choose a recorder and a group leader. The recorder will maintain all records of information researched while the group leader will make sure that every member of the group participates in the work assigned.

3. Assign each group a topic to be researched (Group 1-Olmecs/Toltecs; Group 2-Mayans; Group 3-Aztecs; Group 4-Incas), and then distribute Handout #15, 'Societal Chart,' to each group member.

4. Explain to students that there are eight sections that need to be researched by each group. Within the group they are to decide which students will do each section. Their task will be to complete the chart in order to be able to teach their classmates the information about one of the above-mentioned group topics. This is called the "Jigsaw Method."

5. Provide necessary library research time and then time to work together on their report.

6. Have each group list the steps they followed in researching their topic (i.e., brainstorm some ideas with the class as a whole).

7. Have them explain their reasons for using the process chosen in researching their topic.

8. In a class discussion, ask:

© CTIR
University of Denver

- Using the knowledge of the research process which you gained in this activity, what other methods would you employ when doing future research?
- Which were the most/least effective segments of your research process?
- If you were to assign someone a research project what kind of directions would you provide?

Evaluation

Have students evaluate this research activity based on the following criteria: improved knowledge of library use, group interaction (e.g., positive/negative, helpful), and satisfactory materials available.

Follow-up

1. Have each student create a chart which compares information from the cultures in the following areas: dates and location; economic activity; technological developments; government; religion.

2. Have students create a role-play activity which will bring members of these different societies together in conversation.

©CTIR
University of Denver

SOCIETAL CHART

Culture Studied _____

Early History	Political/Social	Economy	Religion

©CTIR
University of Denver

Cultural Achievement	Decline	Daily Life	Other

©CTHR
University of Denver

ANCIENT AMERICAN INSTRUCTOR

Introduction

The perspective that ancient cultures were backwards and unsophisticated helps perpetuate stereotypes about people of other cultures. This activity will allow students to discover for themselves the achievements and glories of several Native American civilizations.

Objectives

Students will be able to:

- Improve speaking, listening, outlining, and notetaking skills.
- Accrue knowledge of five ancient Native American cultures.

Grade Level

7-10

Time

Two class periods

Materials

Handout #16, "Oral Presentation Guide Sheet"
Material for students to make visual presentations

Procedure

1. Explain to students that using the *Ancient American Jigsaw Research* activity, they will each create a lesson plan in order to teach, to other class members, the main ideas of the culture they had previously researched.

2. Distribute Handout #16 to each student and explain that they are to complete the form as part of the assignment.

3. Allow one class period for students to develop creative ways of teaching their material. Their lesson will contain a visual aspect which might include: maps, charts, graphs, overhead transparencies, poems, or plays.

4. Provide one class period for students to teach about their culture.

5. Ask recall questions based on the information students compiled on Handout #16 .

- What were the powers of the Aztec emperor?
- Describe how the Incas controlled the lives of their subjects.
- Which culture was responsible for carving the huge stone heads found in Central America?
- When did the Mayans begin to build their great religious centers?
- What other reasons can you surmise for the fall/decline of these empires?

©CTIR
University of Denver

6. Compare and contrast the way each of the four civilizations were ruled.

7. Choosing one of the four civilizations, develop a different system of government which would have prevented the decline of the culture.

8. The Mayans achieved greater cultural heights than any of the other three civilizations. Agree or disagree and explain your reasons why.

Follow-up

1. Make a timeline depicting major events of each civilization.

2. Compare reasons for the decline of each civilization. Are there any other possible causes?

©CTIR
University of Denver

ORAL PRESENTATION GUIDE SHEET

Presenter _____

Title _____

Date _____

Length of Presentation _____

Outline

ROUTES OF DISSENSION

Introduction

Slavery, wherever and whenever it is found, influences the lives not only of those enslaved, but also the enslavers. Although discussions of slavery tend to focus on Africa or the United States, Latin America has a history of slavery all its own. This activity examines the perspective of slavery through recreations of past literature and records.

Objectives

Students will be able to:

To identify the origins of slavery
To examine the racial segregation of colonialism
To analyze written records and their impact on enslavement

Grade Level

6-10

Time

One class period

Materials

Material from Jackdaw on The Slave Trade and its Abolition (See Reference Section)
Handout #17, "Discussion Questions"

Procedure

1. Begin the class by asking your students one at a time to give one word responses to the word *slavery*. Write their responses on the chalkboard until an exhaustive list has been accrued.

2. Discuss the roots of slavery in Latin America from the early involvement of the Europeans and their exigency for expansionism and colonization.

3. After you have reviewed the basic foundations involved in slavery, divide the class into five groups.

4. Distribute one article (per group) from Jackdaw #12, *The Slave Trade and its Abolition*, and ask the students in each group to discuss the questions listed on Handout #17 based on the article that they received. After five minutes have the groups exchange their articles and repeat the procedure until each group has had an opportunity to review each article. Each student should take notes to be used for later reference regarding his/her impressions of the articles.

5. Discuss questions on Handout #17 with the entire class.

7. Discuss with the entire class how their views of slavery have been changed, modified, or remained the same based on their review of the articles from Jackdaw #12.

Further Suggestions

1. Have students, as homework, answer the questions on the handout.

©CTIR
University of Denver

2. Have students create their own editorial on slavery from the perspective of a European journalist, or even a slave.

3. Have students create a drawing of their interpretation of what a slave ship might have looked like during this period.

4. Visit a local museum that has historical artifacts and documentation on early Latin America slavery.

DISCUSSION QUESTIONS

1. What is slavery?

2. Describe the process of slavery. In other words, describe where the slaves were found and how they were transported to the new world?

3. How and why did slavery end?

4. How did slavery influence Latin American culture?

5. How did slavery influence the Europeans and the New World?

©CHR
University of Denver

COLONIAL CONQUESTS

Introduction

With the emphasis in schools on Spanish conquest in the Americas, Colonial activity by other European nations is often overshadowed. This activity is designed to increase student knowledge concerning the scope and history of European colonial expansion into Latin America.

Objectives

Students will be able to:

- Practice research skills.
- Engage in cooperative, small group interaction.
- Work with information in a variety of mediums.

Grade Level

6-10

Time

One class period

Materials

Handout #18, "Colonial Conquest Study Log"
Handout #19, "Latin American Colonial History"

Procedure

1. Make arrangements for library research time prior to beginning this activity.

2. Divide the class into five groups. Each of the five groups will be assigned one of the following nations to research: Great Britain, France, Portugal, Spain, and The Netherlands.

3. Distribute Handout #18, "Colonial Conquest Study Log," to be used in recording the information required. Have each group research their nation's colonial activity and involvement in Latin America. Include the following information:

4. Upon completion of research, collect Handout #18 from each group and duplicate in order to provide each group with a copy of every "Study Log."

5. Distribute Handout #19, "Latin American Colonial History," and have each group transfer the information from the "Study Log" to the series of maps. The final product should contain information about European colonization in the following years: 1500, 1600, 1700, 1800, and 1900.

6. Ask the following questions:

- What was the first European contact with Latin America?
- What was the first European nation to establish a colony?
- In what country was the first colony located?

©CTIR
University of Denver

- Were there other foreign nations influencing Latin America before the Europeans arrived? If so, who were they, how did they influence Latin America, and in what areas did they spread their influence?
- Did colonization differ according to which nation did the colonizing?
- What was the reaction among the native Latin American peoples being subjected to colonization?
- Describe the treatment of Latin Americans by European colonists.

Follow-up

1. Have the class do an in-depth case study of a particular colonized culture.

2. Invite Latin American students to speak with the class about how the colonization era is taught in their school systems.

©CTIR
University of Denver

COLONIAL CONQUEST STUDY LOG

Group Individuals: _____

Country Studied: _____

1. When did colonial involvement begin? _____

_____

2. Where did they colonize? _____

_____

3. List their reasons for colonizing in Latin America. _____

_____

_____

_____

4. Outline a brief historical chronology of your nation's colonization effort.

_____

_____

_____

_____

_____

_____

5. Evaluate your nation's relative success or failure with respect to colonization.

_____

_____

_____

_____

_____

©CTIR
University of Denver

LATIN AMERICAN COLONIAL HISTORY

83

©CTIR
University of Denver

SOUTHERN LIGHTS

Introduction

Twentieth century Latin America remains greatly influenced by events dating back to its colonial period. The focus of this activity is to help students draw parallels between past and present Latin American development.

Objectives

Students will be able to:

- Make connections between past and present influences of colonialism.
- Analyze the development of Latin American independence movements.

Grade Level

6-12

Time

Two to three class periods

Materials

Handout #20, "Southern Lights Quest for Knowledge"

Procedure

1. European involvement in Latin America, as seen in the last two activities (*Routes of Dissension* and *Colonial Conquest*), focuses on the themes of the slave trade and colonialism. Discuss these two themes by asking students the following questions:

   - How are the slave trade and colonialism related?
   - What were the effects of the slave trade and colonialism on Latin American cultures and their development?
   - Did one have a less deleterious effect than the other? Why or why not? For example, was the slave trade less disruptive culturally, in the long run, than colonialism?
   - What role did mercantilism play in the development of colonial activity?
   - Describe the interaction of religion and politics as a major force in the period of colonization.
   - What role did the Catholic Church play in the division of Latin American territory?

2. Discuss the Monroe Doctrine of 1823 and the effect this had on European colonial activity. Specifically mention its policies regarding noncolonization and nonintervention by European nations in the Western Hemisphere.

3. Distribute Handout #20, "Southern Lights Quest for Knowledge," to each student and allow time for completion either in class or as a homework assignment.

©CTIR
University of Denver

4. Review the answers to the handout.

Follow-up

1. Imagine you are a Latin American fighting for independence from European colonial rule. Using the library and other available sources, write journal entries about the time period from the perspective of a freedom fighter.

2. In groups, draw timelines of the history of Latin America for the last 2000 years.

3. Create a newspaper or video newscast about one of the early Latin American movements and include the following information: goals of the movement, brief history of the movement, effectiveness in achieving their goals, and eventual outcome of their movement.

4. Create overhead transparencies to show the development of independence in Latin America in five year intervals. Discuss with the students the significance of the time frame of independence movements.

©CTIR
University of Denver

SOUTHERN LIGHTS QUEST FOR KNOWLEDGE

Directions: Answer the questions listed below as completely as possible. Make sure you give specific evidence in support of your statements. Provide references where necessary.

1. Which Latin American nation was the first to gain its independence?

2. When and where did the independence movements occur in Latin America?

3. Are there geographical reasons why the independence movements occurred when and where they did? Explain

4. Describe four of the leading figures in the Latin American struggle for independence.

5. How did the early independence movements influence national development in the twentieth century?

6. What vestiges of colonialism remain in Latin America?

7. How have the nationalist movements of the twentieth century affected the vestiges of colonialism in Latin America?

8. What are the principal political philosophies instrumental in twentieth century Latin American development?

9. What have been the United States, European, and Third World responses to nationalist sentiments in Latin America?

10. What strategies have First World nations used to maintain their economic advantage in Latin America? How is this changing today? Or is it?

11. Analyze the legacy of 300 years of colonial rule in Latin America.

12. What future changes might you expect to see in the Latin American social, economic, and political arenas?

©CTIR
University of Denver

SECTION D
POLITICS

LOOKING FOR L.A.

Introduction

The dilemmas facing Latin America can be traced to issues found in both the past and present. Understanding Latin America's history can be confounding without developing a framework that clarifies the uniqueness of the complex issues that have faced Latin America. The purpose of this activity is to furnish students with the opportunity to explore an area of political interest that has had a profound impact on Latin America's development.

Objectives

Students will be able to:

- Practice research skills.
- Heighten awareness of Latin America's political history.

Grade Level

6-10

Time

One to two class periods

Materials

Handout #21, "Inquiry Guide"

Procedure

1. Begin your class with a discussion of the political problems confronting Latin America that have recently made the headlines in your daily paper. Some prompting may be helpful and discussion of the United States' involvement in Panama could be a possible opener.

2. After spending a few minutes discussing a variety of Latin American political problems, ask your students to brainstorm issues that have confronted Latin America over its entire historical past. Possible topics to use:

- Cuban Missile Crisis
- Contra Aid
- Military Junta
- Land Reform
- War - civil and world

3. After an extensive list has been written on the chalkboard ask your students to pick a topic to research.

4. Distribute Handout #21, "Inquiry Guide," for students to complete during the research process. Students are required to use a minimum of two sources.

5. Send students to the library for prearranged library research time. (Note: Prior to library use teacher should investigate adequacy of library materials and student knowledge of the use and function of the library.)

6. Ask the following questions:

©CTIR
University of Denver

- What were the economic and social results of the political problems in the countries where they occurred?
- How did the Latin American political problems affect the world political system? Are they currently affecting this world system?
- How can the problems remain local political problems and not affect the world? Or can they?
- Do Latin American political problems parallel those found in other Third World nations? If so, where and how?
- Are Latin American political problems subject to discussion during superpower meetings? Evaluate their importance as a part of overall negotiations.

Follow-up

1. This activity could be expanded to include other areas of Latin America history such as economics (i.e., land reform, poverty, housing, and malnutrition).

2. Later on as the students have acquired adequate research skills, they could be asked to expand their research to the task of writing a five to ten page research paper.

© CTHR
University of Denver

INQUIRY GUIDE

Name: _____

Topic: _____

Books/Magazines/Journals (Circle the appropriate choice):

Title: _____

Author: _____

Publisher: _____

City of Publication: _____

Copyright date: _____ No. Pages: _____

Other pertinent information:

Books/Magazines/Journals (Circle the appropriate choice):

Title: _____

Author: _____

Publisher: _____

City of Publication: _____

Copyright date: _____ No. Pages: _____

Other pertinent information:

©CTIR
University of Denver

Instructions: In the space provided, use the outline framework to assist in recording the researched information. (Note: This is only a guide. It is not to be assumed that this is all the information that is expected. Your final written work must be more complete and detailed than this sample indicates.)

Name: _____

(title) _____

I. Origins

A.

B.

II. Brief Chronological History

A.

B.

III. Outcome of Political Difficulties

A.

B.

©CTIR
University of Denver

Introduction

Often people voice opinions about issues without having the necessary factual information to support their positions. This activity is designed to help students discuss issues from a position of understanding after establishing a strong base of knowledge.

Objectives

Students will be able to:

Acquire oral presentation techniques and experience.
Practice notetaking skills.
Develop better listening skills.

Grade Level

6-10

Time

Two class periods

Materials

Transparency of Handout #21
Overhead projector
Posterboard, butcher paper, colored marking pens
Masking tape

Procedure

1. Discuss the components that make up a food oral presentation, i.e., eye contact, voice projection, knowledge of your subject, visual aids, etc.

2. Using the information previously researched in the activity *Looking for L.A.*, ask students to prepare a three minute oral presentation using the outline framework from Handout #21.

3. Allow students the remainder of the class period to prepare their presentations. This includes time for them to create visual aids, organize their notes, and practice their presentation.

4. The next class period have students give their presentations. Some coaching on good audience rules (e.g., paying attention and clapping at the conclusion of the presentation) would be advisable. They also need to practice their notetaking skills.

5. Following the oral presentations, the teacher should make a list of the political problems and make a transparency.

6. In a class discussion, ask the following:

- What five pieces of new information did you learn today about Latin America?
- What was the most difficult aspect of preparing for your oral presentation?

- Were you able to use all of the information which you had researched? If not, how did you decide to eliminate certain information?
- If you were a Latin American political leader, which of the situations would you have least liked to have been in and why?
- Choose one of the political problems and ask the students how they would have solved the problem.

Follow-up

1. Practice for oral presentations by doing spontaneous presentations after allowing the students one minute of preparation.
2. Videotape the presentations for playback and critique.

©CTIR
University of Denver

Introduction

Reporting dilemmas as faced by news reporters is a difficult business. The intent of this activity is to provide students with a three-pronged approach for understanding the difficulties encountered when reporting political dilemmas. The approach incorporates research, writing, and dramatization.

Objectives

Students will be able to:

- Improve research and writing skills.
- Empathize with people involved in, and those reporting on, political dilemmas.
- Illustrate understanding of dilemmas and the use of audio/video equipment.

Grade Level

6-10

Time

Two to four class periods

Materials

Video camera and film, if available

Procedure

1. Prior to class arrange for library research time in order to complete this activity.

2. Divide the class into groups of five. Have each group of students choose a dilemma from Latin American political history that has not already been discussed or presented in the preceding activities. Students may need some time in the library in order to decide upon their topic.

3. Explain that they will be researching, writing, and performing a Latin American political dilemma. Their performance will either be a video or audio dramatization from seven to ten minutes in length. Some performance options include: a reporter for National Public Radio, Pacifica Radio, a national newspaper, or national network news (in the newsroom or on location); recreate a conference or Cabinet meeting; show the "man on the street" reaction to the event; show the actual dilemma in progress. Some suggested minimum requirements for the dramatization include: each group member should have an acting role i.e., narrator, reporter, politician, ordinary people, etc.), props, and appropriate dress (where applicable).

4. The first day will be spent researching materials for their presentations.

5. The second day will be used by students to write, rehearse, and tape or record their dramatizations. (Note: It is recommended that some of this work be completed outside of the classroom.)

©CTIR
University of Denver

6. The third and fourth day will complete the taping and recording and make presentations.

7. After the presentations, ask students:

- Describe three things you learned about dilemmas from having to act them out.
- Do you feel an activity such as this will enable you to sort through your own personal dilemmas more efficiently.
- Did this activity allow you to gain greater insight into the problems faced by Latin American politicians and citizens? If so, please describe them.
- Are these dilemmas win-win, win-lose, or lose-lose situations? For example, consider the problem facing the president of Brazil concerning economic development vs. the ecological disaster of cutting down rain forests.
- Are there ways of insuring all dilemmas faced can conclude with a win-win outcome?

Follow-up

1. Invite a local reporter to the classroom to discuss some of the intricacies of reporting news.

2. Arrange a visit to a local newsroom.

WEALTHY WOES

Introduction

Many nations in Latin America are controlled by a very few wealthy families or by the military. This activity is designed to give students an understanding of a government headed by a small group where power is based on wealth, military strength, or social position - an oligarchy.

Objectives

Students will be able to:

- Increase understanding of differences between upper, middle, and lower classes within an oligarchical system.
- Experience feelings resulting from social stratification and inequality.

Grade Level

6-10

Time

Two class periods

Materials

One bag Jolly Rancher, or similar, candies (approximately three per student)
One medium-sized throw rug

Procedure

1. Prior to class, make sure all desks and chairs are placed around the outside of the room. This will leave the center of the room open for this activity.

2. Throw the candy in all directions in the open space and let the students scramble for as much candy as they can pick up. Tell students not to eat the candy, yet.

3. Write the following information on the chalkboard:

Color	Point Value
Yellow	100
Red	50
Green	25
Orange	10
All other colors	0

4. Have students tally their points based on the color of the Jolly Ranchers they have in their possession.

5. Divide students into three groups according to the total points they accumulate. Students with 300+ points will become upper class citizens; students with 100-300 points will become middle class citizens; students with fewer than 100 points will become the lower class.

©CTIR
University of Denver

6. Instruct all students that each group will be given a particular area of the classroom according to the following parameters:

- Upper class - receive use of the best 2/3 of the classroom and all desks and all but five chairs
- Middle class - receive use of 1/4 of the classroom and only five chairs
- Lower class - receives use of the remaining area of the room but will have no desks or chairs; they may have a throw rug on which to sit

7. Assign each group one of the following tasks to be performed in the next ten minutes.

- Upper class - devise a set of classroom rules that will be used to govern the class over the next two days. For example, the upper class may maintain their privileges with regards to classroom space and equipment.
- Middle class - develop a proposal for increasing their wealth and status in the classroom. For example, if they choose to ask for the use of more desks and chairs, they may propose to carry the upper class citizens books to the next class.
- Lower class - clean the classroom and the chalkboard.

8. Have students keep a journal for the next two days recording their thoughts, feelings, and reactions regarding their assigned social position in this activity.

9. List three indicators which suggest that during this activity the groups functioned under the premise of an oligarchy.

10. Explain how wealth, military strength, and social position are important in an oligarchical governmental structure. Show how this is true for a country in Latin America.

11. After the two class periods, where the groups have interacted according to the rules developed by the upper class in procedure #7, debrief the class using the following:

- Have each person reflect on how he/she felt with regard to his/her social position by stating so in ten or fewer words.
- Would you have been satisfied remaining in your position indefinitely?
- Would you have preferred to live under another type of government (i.e., democracy, dictatorship, or monarchy)? Why or why not?

©CTIR
University of Denver

Follow-up

1. Have students use other governmental structures - democracy, dictatorship, or monarchy - to create a similar classroom exercise.

2. Video tape the above activity and replay for debriefing and analysis.

©CTIR
University of Denver

REPRESENTING PROS AND CONS

Introduction

Debate has been in society since time immemorial. The tradition shall continue through the use of this activity.

Objectives

Students will be able to:

- Learn debate style and technique.
- Improve ability to form and defend positions.
- Further student understanding of Latin American issues.

Grade Level

6-10

Time

Two to three class periods

Materials

Handout #22, "Debate Rules and Procedure"
Handout #23, "Debate Scoring Sheet"
Transparency of Handout #23
Overhead projector

Procedure

1. Prior to this activity set aside library research time.

2. Divide the class into groups of five students. Assign topics for each of the groups to prepare for the debate from the list below, or identify others. Designate which students will argue the pro/con side of the topic. Students should plan to debate from the perspective of the various sides where these debates occurred or are occurring.

3. Possible topics for debate include:

- U.S. involvement in Haiti
- Should Costa Rica develop an armed forces?
- Brazilian economic development vs. ecological protection
- Colombia - drug acceptance or drug war
- Puerto Rico - Should it become a U.S. state?
- Argentina - Falklands debate
- Cuba - communism vs. democracy
- U.S. troops in the Canal Zone in Panama

4. Distribute Handout #22, "Debate Rules and Procedures," and review main points quickly in class prior to research. Students have two days to research their topic and organize their materials and arguments.

©CTIR
University of Denver

5. On the day of the debate show overhead transparency of Handout #24, "Debate Scoring Sheet," and explain this process. Give each student Handout #24, hold debates, and have students score.

6. After the debate, ask:

- Did you have to debate a topic from the pro side when you were actually against it (or vice versa)?
- Do you feel you understand the opposing position now that you have had to prepare to debate that position?
- Was anyone assigned to research the opposing position in preparation for the debate? If not, why not?
- What strategies did you employ when presenting your information during the debate (e.g., defensive, aggressive, factual, etc.)?

Follow-up

1. Debate issues in front of the entire school.

2. Bring in a variety of politicians to speak about their various political philosophies.

3. Take a field trip in order to watch a formal debate.

©CTIR
University of Denver

DEBATE RULES AND PROCEDURES

Rules:

1. Each group must be divided into the following role categories: two presenters, two rebutters, and one for the closing statement.

2. There shall be no talking or interrupting while groups are presenting or rebutting. Groups should be listening and taking notes for use in the rebuttal period.

3. No personal vendettas or attacks will be tolerated.

4. Speakers must stand whenever they address the group.

5. Students may exercise the option to use notecards when presenting information or rebutting. However, the notes must be in outline format.

Procedures:

1. Side A is allowed two minutes to present arguments.

2. Allow one minute for consultation to form a rebuttal.

3. Side B is allowed a one minute rebuttal period.

4. Side A is allowed two minutes for their second presentation of arguments.

5. See 2.

6. See 3.

7. Reverse this process and allow Side B to present their initial arguments followed by the consultation and rebuttal time periods.

8. Conclude debate with a three minute closing statement from each team.

© CTIR
University of Denver

DEBATE SCORING SHEET

Name:_____

Role Category: _____

Points/Grade: _____

Scoring scale:

1 - poor
2 = fair
3 = average
4 = good
5 = excellent

Scoring Criteria (Space provided for written feedback):

_____Appearance _____

_____

_____Clarity of Speech (delivery, voice quality, intonation, etc.) _____

_____

_____Eye contact _____

_____

_____Clear, concise information _____

_____

_____Persuasiveness _____

_____

_____Supporting evidence _____

_____

_____Coherent line of questioning in rebuttal _____

_____

_____Accuracy of rebuttal _____

_____

_____Summation (all major points covered) _____

_____

c CTIR
University of Denver

SECTION E
DIVERSITY THROUGH MYTHS, LEGENDS, FOLK TALES, AND FAIRY TALES

A FABLED FOUR SQUARE APPROACH

Introduction

Joseph Campbell states, Throughout the inhabited world, in all times and under every circumstance, the myths of man have flourished; and they have been the living inspiration of whatever else may have appeared out of the activities of the human mind and body. It would not be too much to say that myth is the secret opening through which the inexhaustible energies of the cosmos pour into human cultural manifestation. Legends, folk tales, and fairy tales also provide similar openings. This activity will give students an introduction to the impact and importance of these ideas in cultural development.

Objectives

Students will be able to:

- Improve research skills.
- Understand concepts of culture, myth, legend, folk tale and fairy tale.
- Analyze transmission of culture through myth, legend, etc.

Grade Level

6-12

Time

Two class periods

Materials

Handout #24, "Four Square Chart"

Procedure

1. Begin class with a discussion of culture, what it is, how to define it, what elements are characteristic of all cultures. According to the *American Heritage Dictionary*, culture is defined as, the arts, beliefs, customs, institutions, and all other products of human work and thought created by a people or group at a particular time.

2. Using your society, help students to understand the concept of culture by analyzing the various aspects suggested in the definition above. The following questions will help promote the discussion:

- How do the arts contribute to and help define culture?
- How do institutions contribute to and help define culture?
- What is meant by other products of human work and thought?
- What are some beliefs and customs found in your country today?
- How are beliefs and customs conveyed to societies?

3. Introduce the concepts of myths, folk tales, legends, and fairy tales in a very general fashion by recognizing oral traditions, as well as written traditions, as important in transmitting culture.

©CTIR
University of Denver

4. Divide students into four groups and assign each group the task of researching one of the following topics: myth, legend, folk tale, or fairy tale. Provide one class period of library research time. During that research students are to include the following questions to share with classmates:

- Define your term.
- List three characteristics that are unique to your term.
- Identify two example of your term found in other cultures from around the world - one of the examples must be from Latin America.

5. Upon completion of research distribute Handout #24, "Four Square Chart," and tell students they are to find members of other groups in order to exchange information. No student may provide information to more than one other student. This is to ensure that all students participate in information sharing. Students are to use the handout to organize the information they receive.

- How are the definitions similar and different?
- Are there any characteristics that are common to all?
- What characteristics are different or unique? Why?
- Was it difficult to distinguish between the concepts? Why? What made it difficult?
- Are there any common themes found in your examples?
- Did the themes reflect traditional or modern beliefs, customs, and values?
- Could they be used to understand both traditional and modern life?
- Are they a reflection of individual cultures, or do they transcend many different cultures?
- Do the institutions of a particular culture mirror the myths, legends, etc. from that culture?

Follow-up

1. Draw a scene from a myth that exemplifies a strong cultural belief or custom.

2. Do further research about myths, legends, etc. from a particular area of the world.

3. Act out a scene from a popular myth, legend, etc.

FOUR SQUARE CART

Name: _____

Myth		Legend	
Definition:	Characteristics:	Definition:	Characteristics:
Examples:	Synopsis:	Examples:	Synopsis:
Folk Tales		**Fairy Tale**	
Definition:	Characteristics:	Definition:	Characteristics;
Examples:	Synopsis:	Examples:	Synopsis:

©CTIR
University of Denver

Introduction

As a follow-up activity to *A Fabled Four Square Approach*, this activity will encourage students to delve into some of the myths, legends, folk tales, and fairy tales of Latin America and other cultures of the world. By analyzing selected readings students will begin to have a deeper appreciation of the timeless quality of these cultural recordings.

Objectives

Students will be able to:

- Become familiar with myths, legends, folk tales, and fairy tales.
- Describe characteristics of each of the terms.
- Analyze the similarities and differences of the above-mentioned terms.

Grade Level

6-1

Time

One class period

Materials

Handout #25, "Questionnaire"
Handout #26, "The Lucky Table" (Costa Rican Folk Tale)
Handout #27, "Cat and Mouse In Partnership" (Fairy Tale)
Handout #28, "The Warrior Maiden" (An Oneida Legend)
Handout #29, "The Earth Dragon" (A Native American Myth)

Procedure

1. Referring back to the activity *A Fabled Four Square Approach*, have students refresh their memories of the definitions they developed and the characteristics of myth, legend, folk tale, and fairy tale.

2. Divide the class into four groups and have each group designate a recorder and a spokesperson. Give a copy of Handout #25 to each group.

3. Distribute a different handout (26-29) to each group and allow ten to fifteen minutes for reading.

4. Have each group analyze their particular reading and complete Handout #25. If one of the characteristics of a fairy tale is that it has a happy ending, describe the fairy tale's happy ending.

5. Have each group spokesperson explain to the class how their particular reading met the criteria of being a myth, legend, folk tale, or fairy tale.

6. Hold a class discussion and ask:

- Can you tell at what time in history the reading occurred?

©CTIR
University of Denver

- How do animals or inanimate objects fit into the role of the main character or protagonist?
- What is the significance of animals rather than humans in the main protagonist role?
- Do these animals take on human characteristics? If so, why?
- Are there moral statements made in each of the readings that would direct people in a better way to live?
- Can you see similar characters in modern society?
- Was there similar treatment of characters in each of the four readings?
- Are there shared elements, themes, characteristics, etc. among these four readings?
- Why would people of different cultures feel the need to create myths, legends, folk tales, and fairy tales?
- How would you go about writing such stories and who would be responsible for creating them?

Follow-up

1. Collect myths, legends, folk tales, and fairy tales from around the world and compare and contrast their themes.

2. Choose a particular theme and have a story teller perform several selections based on that theme.

3. Have students research and find other myths, legends, folk tales, and fairy tales from Latin America that are being told today.

QUESTIONNAIRE

Who was the central character(s)?_____

_____

_____

What was his/her role in the reading?_____

_____

_____

_____

What was the central theme of the reading?_____

_____

_____

Were there any distinctive subthemes? Describe. _____

_____

_____

_____

Was there conflict? If so, how was it resolved? _____

_____

_____

Was there a moral message presented? What? _____

_____

_____

Is this a myth, legend, folk tale, or fairy tale? _____

_____ _____

©CTIR
University of Denver

THE LUCKY TABLE
(Costa Rican Folk Tale)

There once lived in Costa Rica an old widow, and she had two sons. The youngest was called a bobo, or simpleton, because he had not the least idea of the value of money and was sure to spend it buying things of no use at all. And he was just as bad when he wanted to sell something, for he would take whatever price was offered for his goods--no matter how low it was.

Although the old woman and her sons were very poor, they were able to manage for a good long while, but at last there came a bad year. All things went wrong. Their little patch of corn dried up, so they had no corn meal with which to make tortillas. The bean vines were blighted, so they had no black beans to eat with their rice. The yucca roots spoiled. The pig ran away and could not be found, and the hens would not lay eggs. Yes, everything went wrong.

Then the mother called her sons and said, "Boys, take the cow to the marketplace and sell her! But don't take anything but the best price for her."

"Don't worry Mama," said the bobo. "We'll sell her as easy as easy and get a lot of pesos for her."

The next day, accordingly, the two sons put on their wide straw sombreros, hung their long, sharp machetes from their belts, said good-buy, and set off together toward the marketplace, leading the cow by a rope. They walked and walked, uphill and downhill, meeting with many brightly painted oxcarts, which were also journeying to the market, carrying brown-sugar cakes and yellow bananas.

When they reached the market, the elder brother left the bobo, charging him to keep his eyes peeled and mind the cow, while he himself went to do an errand for their mother.

Now then, while the brother was away, there came up the street a young lad carrying a big table upon his head. As he drew near he recognized the simple son of the widow. After each had said good day to the other, the lad asked the bobo what he might be doing with that cow. To which the bobo replied that he intended to sell her.

"Don't sell her," said the lad, who knew of the bobo's weak points and had it in mind that he might as well get all he could out of him. "You'll do much better to trade her, for plainly anyone can see with half an eye that she is a sorry beast, old and bare-boned--hardly worth her feed."

"Nothing could be truer," agreed the bobo.

"Tell you what. I'll trade you my table for her."

"Done! said the bobo. "You take the cow and let me have the table."

"Done! It's yours!" said the lad, and without another word he put down the table. Then he took hold of the rope, gave the cow a flick with the knotted end, and marched off home with her.

Beaming happily over his trade, the bobo then said to himself, "What pleasure my brother will have when he hears of the pretty piece of work I have done!"

By and by the brother returned, and seeing the bobo and not the cow, and fearing some folly, he immediately asked, "Where is the cow? Did you sell her? How much did you get for her? And where is the money?"

"Hold, brother! Don't be so hasty, I'm coming to that. Just give me half a chance and I'll tell you all about it," said the bobo. "See! I traded her for this table here!"

Source: *Best-loved Folktales of the World.* Edited by Joanna Cole, NY: Doubleday, 1982.

©CTIR
University of Denver

The brother was thunderstruck. "Wh-what? For a t-table?" he stuttered, passing his hand across his brow. "What is this you've done? Traded her for a table! And what good is that to us? Did our mother not charge us to sell her only for the highest sum? Now what'll we do? What'll we do? Oh, evil day! I never thought you would be such a great fool as to give away our cow for a paltry table. Take that, and that." And he gave his brother two slaps. Then in vexation and grief he dropped down upon the ground, weeping.

But the mischief was done and tears could not undo it, and so at length the brother grew calmer and stopped weeping. Seeing that there was nothing to be done but go home, this they did.

"But," said the brother to the bobo, "since you made the trade, you shall carry the table home for your pains."

Now it so befell that on their way back they had to pass through a dark forest of tall trees. They had made their way along very slowly, on account of the table the bobo carried on his shoulders, and they reached the forest just as the night birds, the messengers of twilight, began their songs. Night was almost upon them.

The path was now empty, with not an oxcart or a soul in sight and the forest ahead looked dark and forbidding. So they resolved to spend the night right where they were. For better protection against the prowling pumas, they decided to climb up and hide in a tall spreading tree, thick with leaves, which stood by the side of the road. They did not dare leave the table on the ground, for fear it might be stolen. So the brother managed to boost the bobo up into the tree with the table still on his back.

Scarcely had they settled themselves on a strong bough when they heard a great noise of voices, as if a large gathering of people were approaching. The noise grew louder as it came near the tree.

"Sh-h! Be still," whispered the elder brother. "Those may be robbers. Let us be very quiet, for if they discover us they'll surely skin us alive."

"Ugh! I wouldn't like that," said the bobo, and he began to shiver and shake so much he almost dropped the table.

"Sh-h! Keep quite, I say. Don't let another word out of you!"

Robbers they were indeed, just as the brothers feared, and great rascally fellows all. They approached the tree, and since they were tired they sat down beneath it and built a fire. They spread out on the ground a cloth and began to count and divide the silver pesos they had stolen. "Ten for Tomas, ten for Paco, ten for Perico . . . ."

Before long, the bobo, who still had the table on his back, began to tire of his load, and so he said softly, "Brother! This table is very heavy!"

"Hush! I can't help that," whispered the brother. "Stay quiet, and don't let that table drop if you value your life."

By and by the bobo called softly again, "Brother! Brother! This table is very, very heavy and I must drop it!"

"No!" whispered the brother. "They'll discover us!"

Then a little while afterward the bobo called a third time. "Brother! This is the end. I cannot hold this table any longer. It's slipping!"

"Zounds!" cried the brother. "Let it fall then, but this is the end for us."

After which the bobo said a silent prayer and let go of the table altogether. Down, down it tumbled with a terrible clatter, right in the midst of all the robbers. Away ran every mother's son of them, leafing their booty behind.

When they were sure that the thieves were not coming back for their money, the two brothers came down from the tree. They gathered the treasure together in the cloth and carried it home, together with their lucky table. They had become rich, and the family lived happily for many years. But the bobo, being a bobo, played a mad trick or two every now and then.

©CTIR
University of Denver

CAT & MOUSE IN PARTNERSHIP
(Fairy Tale)

A cat having made acquaintance with a mouse, professed such a great love and friendship for her, that the mouse at last agreed that they should live and keep house together.

"We must make provision for the winter," said the cat, "or we shall suffer hunger, and you, little mouse, must not stir out, or you will be caught in a trap."

So they took counsel together and bought a little pot of soup. And then they could not tell where to put it for safety, but after long consideration the cat said there could not be a better place than the church, for nobody would steal there; and they would put it under the altar and not touch it until they were really in want. So this was done, and the little pot placed in safety.

But before long the cat was seized with a great wish to taste it.

"Listen to me, little mouse," said he. "I have been asked by my cousin to stand god-father to a little son she has brought into the world; he is white with brown spots; and they want to have the christening to-day, so let me go to it, and you stay at home and keep house."

"Oh yes, certainly" answered the mouse, "pray go by all means; and when you are feasting on all the good things, thing of me; I should so like a drop of the sweet red wine."

But there was not a word of truth in all this; the cat had no cousin, and had not been asked to stand god-father: he went to the church, straight up to the little pot, and licked the fat off the top; then he took a walk over the roofs of the town, saw his acquaintances, stretched himself in the sun, and licked his whiskers as often as he thought of the little pot of soup; and then when it was evening he went home.

"Here you are at last," said the mouse; "I expect you have had a merry time."

"Oh, pretty well," answered the cat.

"And what name did you give the child?" asked the mouse.

"To-off," answered the cat, dryly.

"To-off!" cried the mouse. "That is a singular and wonderful name! Is it common in your family?"

"What does it matter?" said the cat. "It's not any worse than Crumb-picker, like your god-child."

A little time after this the cat was again seized with a longing.

"Again I must ask you," said he to the mouse, "to do me a favor, and keep house alone for a day. I have been asked a second time to stand god-father; and as the little one has a white ring round its neck, I cannot well refuse."

So the kind little mouse consented, and the cat crept along by the town wall until he reached the church, and going straight to the little pot of fat, devoured half of it.

"Nothing tastes so well as what one keeps to oneself," said he, feeling quite content with his day's work. When he reached home, the mouse asked what name had been given to the child.

"Half-gone," answered the cat.

"Half-gone!" cried the mouse. "I never heard such a name in my life! I'll bet it's not to be found in the calendar."

Soon after that the cat's mouth began to water again for the soup.

Source: Taken from *Grimm's Fairy Tales*, by Jakob and Wilhelm Grimm, Garden City, NJ: Junior Deluxe Editions.

©CTIR
University of Denver

"Good things always come in threes," said he to the mouse. "Again I have been asked to stand god-father, the little one is quite black with white feet, and not any white hair on its body; such a thing does not happen every day, so you will let me go, won't you?"

"Top-off, Half-gone," murmured the mouse, "they are such curious names, I cannot but wonder at them!"

"That's because you are always sitting at home," said the cat, "in your little grey frock and hairy tail, never seeing the world, and fancying all sorts of things."

So the little mouse cleaned up the house and set it all in order. Meanwhile the greedy cat went and made an end of the little pot of soup.

"Now all is finished one's mind will be easy," said he, and came home in the evening, quite sleek and comfortable. The mouse asked at once what name had been given to the third child.

"It won't please you any better than the others," answered the cat. "It is called All-gone."

"All-gone!" cried the mouse. "What an unheard-of name! I never met with anything like it! All-gone! Whatever can it mean?" And shaking her head, she curled herself round and went to sleep. After that the cat was not again asked to stand god-father.

When the winter had come and there was nothing more to be had out of doors, the mouse began to think of their store.

"Come, cat," said she, "We will fetch our pot of soup, how good it will taste, to be sure!"

"Of course it will," said the cat. "Just as good as if you stuck your tongue out of window!"

So they set out, and when they reached the place, they found the pot, but it was standing empty.

"Oh, now I know what it all meant," cried the mouse. "Now I see what sort of a partner you have been! Instead of standing god-father you have devoured it all up; first Top-off, then Half-gone, then--"

"Will you hold your tongue!" screamed the cat. "Another word, and I devour you too!"

And the poor little mouse, having "All-gone" on her tongue, out it came, and the cat leaped upon her and made an end of her. And that is the way of the world.

THE WARRIOR MAIDEN
(Oneida Legend)

Long ago, in the days before the white man came to this continent, the Oneida people were beset by their old enemies, the Mingoes. The invaders attacked the Oneida villages, stormed their palisades, set fire to their longhouses, laid waste to the land, destroyed the c cornfields, killed men and boys, and abducted the women and girls. There was no resisting the Mingoes, because their numbers were like grains of sand, like pebbles on a lake shore.

The villages of the Oneida lay deserted, their fields untended, the ruins of their homes blackened. The men had taken the women, the old people, the young boys and girls into the deep forests, hiding them in secret places among rocks, in caves, and on desolate mountains. The Mingoes searched for victims, but could not find them. The Great Spirit himself helped the people to hide and shielded their places of refuge from the eyes of their enemies.

Thus the Oneida people were safe in their inaccessible retreats, but they were also starving. Whatever food they had been able to save was soon eaten up. They could either stay in their hideouts and starve, or leave them in search of food and be discovered by their enemies. The warrior chiefs and sachems met in council but could find no other way out.

Then a young girl stepped forward in the council and said that the good spirits had sent her a dream showing her how to save the Oneida. Her name was Aliquipiso and she was not afraid to give her life for her people.

Aliquipiso told the council: "We are hiding on top of a high, sheer cliff. Above us the mountain is covered with boulders and heavy sharp rocks. You warriors wait and watch here. I will go to the Mingoes and lead them to the spot at the foot of the cliff where they all can be crushed and destroyed."

The chiefs, sachems, and warriors listened to the girl with wonder. The oldest of the sachems honored her, putting around her heck strands of white and purple wampum. "The Great Spirit has blessed you, Aliquipiso, with courage and wisdom," he said. "We, your people, will always remember you."

During the night the girl went down from the heights into the forest below by way of a secret path. In the morning, Mingoe scouts found her wandering through the woods as if lost. They took her to the burned and abandoned village where she had once lived, for this was now their camp. They brought her before their warrior chief. "Show us the way to the place where your people are hiding," he commanded. "If you do this, we shall adopt you into our tribe. Then you will belong to the victors. If you refuse, you will be tortured at the stake."

"I will not show you the way," answered Aliquipiso. The Mingoes tied her to a blackened tree stump and tortured her with fire, as was their custom. Even the wild Mingoes were astonished at the courage with which the girl endured it. At last Aliquipiso pretended to weaken under the pain. "Don't hurt me any more," she cried, "I'll show you the way!"

As night came again, the Mingoes bound Aliquipiso's hands behind her back and pushed her ahead of them. "Don't try to betray us," they warned. "At any sign of it, we'll kill you." Flanked by two warriors with weapons poised, Aliquipiso led the way. Soundlessly the mass of Mingoe warriors crept behind her through thickets and rough places, over winding paths and deer trails, until at last they arrived beneath the towering cliff of sheer

---

Source: *American Indian Myths and Legends.* Edited by Richard Erdoes and Alfonso Ortiz, NY: Pantheon Books, 1984.

©CTIR
University of Denver

granite. "Come closer, Mingoe warriors," she said in a low voice, "gather around me. The Oneidas above are sleeping, thinking themselves safe. I'll show you the secret passage that leads upwards." The Mingoes crowded together in a dense mass with the girl in the center. Then Aliquipiso uttered a piercing cry: "Oneidas! The enemies are here! Destroy them!"

The Mingoes scarcely had time to strike her down before huge boulders and rocks rained upon them. There was no escape; it seemed as if the angry mountain itself were falling on them, crushing them, burying them. So many Mingoe warriors died there that the other bands of Mingoe invaders stopped pillaging the Oneida country and retired to their own hunting grounds. They never again made war on Aliquipiso's people.

The story of the girl's courage and self-sacrifice was told and retold wherever Oneidas sat around their campfires, and will be handed down from grandparent to grandchild as long as there are Oneidas on this earth.

The Great Mystery changed Aliquipiso's hair into woodbine, which the Oneidas call "running hairs" and which is a good medicine. From her body sprang honeysuckle, which to this day is known among her people as the "blood of brave women."

©CIIR
University of Denver

THE EARTH DRAGON
(Northern California Coast Myth)

Before this world was formed, there was another world with a sky made of sandstone rock. Two gods, Thunder and Nagaicho, saw that old sky being shaken by thunder.

"The rock is old," they said. "We'll fix it by stretching it above, far to the east."

They stretched the sandstone, walking on the sky to do it, and under each of the sky's four corners they set a great rock to hold it up. Then they added the different things that would make the world pleasant for people to live in. In the south they created flowers. In the east they put clouds so that people wouldn't get headaches from the sun's glare. To form the clouds they built a fire, then opened a large hole in the sky so that the clouds could come through. In the west they made another opening for the fog to drift in from the ocean.

Now the two gods were ready to create people. They made a man out of earth and put grass inside him to form his stomach. They used another bundle of grass for his heart, round pieces of clay for the liver and kidneys, and a reed for the windpipe. They pulverized red stone and mixed it with water to form his blood. After putting together man's parts, they took one of his legs, split it, and turned it into a woman. Then they made a sun to travel by day and a moon to travel by night.

But the creations of the gods did not endure, for every day and every night it rained. All the people slept. Floodwaters came, and great stretches of land disappeared. The waters of the oceans flowed together; animals of all kinds drowned. Then the water completely joined, and there were no more fields or mountains or rocks, only water. There were no trees or grass, no fish or land animals or birds. Human beings and animals all had been washed away.

The wind no longer blew through the portals of the world, nor was there snow, or frost, or rain. It did not thunder or lightning, since there were no trees to be struck. There were neither clouds nor fog, nor did the sun shine. It was very dark.

Then the earth dragon, with its great, long horns, got up and walked down from the north. It traveled underground, and the god Nagaicho rode on its head. As it walked along through the ocean depths, the water outside rose to the level of its shoulders. When it came to shallower places it turned its head upward, and because of this there is a ridge near the coast in the north upon which the waves break. When it came to the middle of the world, in the east under the rising sun, it looked up again, which created a large island near the coast. Far away to the south it continued looking up and made a great mountain range.

In the south the dragon lay down, and Nagaicho placed its head as it should be and spread gray-colored clay between its eyes and on each horn. He covered the clay with a layer of reeds, then spread another layer of clay. On it he put some small stones, and then set blue grass, brush, and trees in the clay.

"I have finished," he said. "Let there be mountain peaks on the earth's head. Let the waves of the sea break against them"

The mountains appeared, and brush sprang up on them. The small stones he had placed on earth's head became large, and the head itself was buried from sight.

Now people appeared, people who had animal names. (Later when Indians came to live on the earth, these "first people" were changed into their animal namesakes.) Seal, Sea

---

Source: *American Indian Myths and Legends.* Edited by Richard Erdoes and Alfonso Ortiz, NY: Pantheon Books, 1984.

©CTIR
University of Denver

Lion, and Grizzly Bear built a dance house. One woman by the name of Whale was fat, and that is why there are so many stout Indian women today.

The god Nagaicho caused different sea foods to grow in the water so that the people would have things to eat. He created seaweed, abalones, mussels, and many other things. Then he made salt from ocean foam. He caused the water of the ocean to rise up in waves and said that the ocean would always behave that way. He arranged for old whales to float ashore so that people would have them to eat.

He made redwoods and other trees grow on the tail of the great dragon, which lay to the north. He carved out creeks by dragging his foot through the earth so that people would have good fresh water to drink. He created many oak trees to provide acorns to eat. He traveled all over the earth making it a comfortable place for men.

After he had finished, he and his dog went walking to see how the new things looked. When they arrived back at their starting point in the north, he said to his dog: "We're close to home. Now we'll stay here."

So he left this world where people live, and now he inhabits the north.

©CTIR
University of Denver

DIVERSITY IN CULTURAL MYTH MAKING

Introduction

Often students view Latin America as having only one cultural identity, Spanish. The purpose of this activity is to encourage students to begin understanding that Latin America is a culturally diverse region of the world and that many areas within Latin America have their own unique cultures based on their geography, history, and politics.

Objectives

Students will be able to:

- Improve individual research and group work skills.
- Analyze myths, legends, folk tales, and fairy tales.
- Compare and contrast stories from various regions of Latin America.

Grade Level

6-12

Time

Two class periods, plus library research time

Materials

None

Procedure

1. Prior to beginning this activity arrange for several days of library research time.

2. Divide the class into four groups and assign each group a different section of Latin America (north, south, east, west). Have each group select a recorder and spokesperson(s).

3. Tell each group to find at least one example of myth, legend, folk tale, and fairy tale from their region of Latin America.

4. Upon completion of the research phase have students prepare to discuss their findings with the entire class using the following as a guide:

- Describe the plot of each story you chose
- What was the location and time frame?
- What geographical, cultural, historical, and political elements influenced the story and how?
- Assuming you found more than one example of each form of story, did you find any common themes e.g., natural disasters, human tragedy, creation of the world, super human events, etc.) in those that you investigated?

5. Have spokesperson(s) present their findings to the entire class.

CCTHR
University of Denver

6. Allow time for questions and comments from the class at the conclusion of each presentation.

7. Have a class discussion and ask:

- How did the myths, legends, folk tales, and fairy tales vary from region to region? How were they similar?
- Explain how these similarities and differences may have occurred.
- What specific themes were most prevalent in each region?
- What role did geography, culture, history, and politics have in the development of these themes that might account for any similarities or differences?
- Describe how the Spanish, Portuguese, or other foreign influences can be seen in the myths, legends, folk tales, and fairy tales of each region.

Follow-up

1. Have students find examples of myths, legends, folk tales, and fairy tales from other areas of the world and compare with those from Latin America.

2. Have students choose a myth and draw a picture or scene form that myth that emphasizes a value, moral, or moral conflict central to the theme of the story.

IN SEARCH OF MYTHIC CREATIONS

Introduction

Myths, legends, folk tales, and fairy tales are found all over the world and carry with them common elements. In one way or another they all confront the issues of morality, societal values, personal goals, and aspirations in the process of passing on cultural heritage. Many incorporate basic literary themes of man vs. self, man vs. man, man vs. nature, and man and the creation of the world. This activity is designed to explore these ideas in general and then focus on Latin America as students prepare to write original Latin American myths, legends, folk tales, and fairy tales. Use this activity in conjunction with, and just prior to, the activity entitled Writing Legendary Yarns.

Objectives

Students will be able to:

- Improve understanding of how myths, legends, folk tales, and fairy tales influence individual lives.
- Acquire knowledge of basic themes in literature (man vs. self, man vs. man, man vs. nature, man and the creation of the world).
- Review Latin American geography, culture, history, and politics.

Grade Level

6-12

Time

Two class periods

Materials

None

Procedure

1. Begin the class by suggesting that myths, legends, folk tales, and fairy tales help determine one's aspirations and objectives.

- Are there folk tales or legends from your country that have influenced your life for instance, Paul Bunyon, Brer Rabbit, etc.)?
- How did the Greek mythological heroes influence the lives of ancient Greeks (e.g., Hercules, Odysseus, Zeus)?
- What qualities did these writings possess that encouraged people to change their beliefs and values?
- What values and morals do these stories portray as being important (e.g., truth, honor, intelligence, cunning, strength)?

2. Write the following phrases on the chalkboard: man vs. self, man vs. man, man vs. nature, and man and the creation of the world. Ask students to explain the meanings, and give examples of these literary themes. Discuss their answers as a class, developing an understanding of the impact these themes in myths, legends, folk tales, and fairy tales.

©CTIR
University of Denver

3. If students are unsure of how to explain these phrases, use the aforementioned examples in question one to illustrate the concepts of man vs. self, man vs. man, man vs. nature, and man and the creation of the world. For example, the legend of Paul Bunyon may be used to illustrate man's conquest of nature in his attempts to civilize the Great Lakes and north woods region of North America. In the Brer Rabbit folk tales, the theme of man vs. man can be clearly seen in the attempts of Brer Rabbit to outwit Brer Fox.

4. In order to stimulate the students to make a connection with their studies of Latin America, briefly review elements of Latin American geography, culture, history and politics, looking for aspects that will lend themselves to mythmaking. The following list of historical events may be used to illustrate how actual events might be incorporated into myths, legends, folk tales, and/or fairy tales:

- Cortez as the return of Quetzalcoatl;
- The inner struggle felt by Moctezuma when confronted by the Spanish and Cortez in 1619 because of the myth of Quetzalcoatl;
- Diseases that can't be easily explained or cured (smallpox, Moctezuma's Revenge, malaria, etc.);
- Natural disasters (floods, earthquakes, volcanoes, etc.).

5. Divide the class into small groups and have each group brainstorm at least ten ideas based on their knowledge of Latin American geography, culture, history, and politics to use to create their own Latin American myths, legends, folk tales, or fairy tales.

6. In a class discussion, ask:

- How difficult was it to transfer your knowledge of Latin American geography, culture, history, and politics to becoming possible myths, legends, folk tales, and fairy tales?
- What problems did you encounter? How did you overcome these problems?
- Which of the four themes was the easiest to identify? Why?
- Were you able to draw any comparisons between ideals suggested in Greek legends and mythology and the events in Latin America's past?
- Are there universal values and morals that are part of cultures around the world? Give examples.
- In your opinion, which of the four themes discussed appears to be most prevalent in myths, legends, folk tales, and fairy tales? Explain your answer.

- Does the importance of these themes change over the course of time? Would any of these themes have appeared before the others? Why or why not?

Follow-up

1. As an aid to writing, have students do further research about a figure or event they might want to glorify in a myth, legend, etc.

2. Assign a variety of myths, legends, folk tales, and fairy tales to be read in order to improve student understanding of the characteristics of these genres and how the four themes are infused into the writing.

©CTIR
University of Denver

WRITING LEGENDARY YARNS

Introduction

One of the better ways for students to begin to understand information is to use what they have learned in the creation of their own, individual works. This activity is designed to be the culminating exercise to this section on cultural transmission through the use of myths, legends, folk tales, and fairy tales.

Objective

Students will be able to:

- Create a Latin American myth, legend, folk tale, or fairy tale.

Grade Level

6-12

Time

Three - four class periods

Materials

Provide various materials necessary for student presentations

Procedure

1. Explain to students that they will be creating their own myths, legends, folk tales, or fairy tales for presentation to the class. They may choose to do so either in small groups or individually.

2. Using ideas generated in procedure #7 of *In Search of Mythic Creations*, have students write their story based on one of the ten ideas.

3. Once students have chosen their topic, have them select the format or vehicle of expression from the following suggestions: written story, film/video, play/dramatic presentation, radio broadcast, artistic rendition, other.

4. Explain that each presentation must include:

- Theme of man vs. self, man vs. man, man vs. nature, man and the creation of the world;
- Three characteristics of the genre from *A Fabled Four Square Approach;*
- Portray significant societal morals, values, or beliefs to be imparted to future generations;
- Plot;
- Setting, such as time and location;
- Hero, heroine, protagonist;
- Latin American predicament/conflict - geography, history, culture, politics; and
- Resolution.

©CTIR
University of Denver

5. Time for this activity may be adjusted according to the needs of the class for research, preparation, and presentation time.

6. After the presentations, ask the following questions:

- What did you learn about cultural transmission through the creation of your own Latin American myth, legend, folk tale, or fairy tale?
- What factors influenced your decision about how you would present this to the class?
- Did you find it difficult to include information in your story that made it unique to a particular area of Latin America?
- Do you feel you were successful in conveying values and moral themes in your story? Why or why not?
- Which theme did you choose and why?
- How did you decide upon the morals and values to portray? Why did you choose them to be most significant?
- In reviewing this activity, would you choose a different method of presenting your materials? Why?

Follow-up

Have an activity night and present these stories to the larger community such as parents, faculty, staff, and other students.

CONCLUSION

DATA THAT WORKS

Introduction

With the ever increasing demands placed on people by the burgeoning information age, computers are playing an instrumental role in the lives of many people. Organizing and assimilating this vast quantity of information can be enhanced through the use of a data base. With this activity, students will be introduced to the techniques of data base information storage and retrieval.

Objectives

Students will be able to:

- Become familiar with a data base program.
- Manipulate information using the data base.

Grade Level

6-12

Time

One - two class periods

Materials

Computers with data base capabilities
Computer programs for creating a data base
One computer disk for every two students

Procedure

1. Two options can be exercised at this point in the activity: you may bring encyclopedias, world almanacs, and world atlases to the classroom, or set aside library research time to enable students to use the aforementioned research materials. In either case, when using the materials, students will be looking for the following information on Latin American nations:

- Date of independence
- Current population
- Capital city
- Literacy rate (child/adult)
- Square miles
- Economic base (agriculture, fishing, etc.)
- Average rainfall
- Major religion
- Political organization
- Former colonial ruler (i.e., British, French, etc.)

2. Provide a brief overview of this lesson and the procedures that it entails.

3. Students must provide five additional categories and may choose from the following list, or others of their choosing (instructor approval required): life expectancy, infant mortality, death rate, population per physician, major export, GNP (Gross National Product), per capita income, official language, education such as percent of high school and college graduates.

©CTIR
University of Denver

4. Have each student choose ten Latin American countries for which s/he will compile data.

5. Recreate the following sample on the chalkboard for students to use as a guide.

Country	Date of Independence	Population	Capital City	Literacy Rate
Brazil	1856			
Argentina	1782			
Panama	1296			
?				
?				

6. Using the software, have students input their data.

7. After students have completed their data base, ask:

- Is there any correlation between any of the following:

  a. literacy rate and life expectancy?
  b. average rainfall and economic basis?
  c. current population and per capita income?
  d. death rate and population per physician?

- Compare the information above between countries in Latin America. What are the differences and similarities in each instance?

Follow-up

1. Utilize the data base for analysis of historical trends.

2. Have students exchange information and then write essays comparing and contrasting information about several nations.

3. Have students create fictional countries with fictional data and have them suggest, in writing, what that country might be like. Have students, in pairs, exchange their data sheets and evaluate the data before summarizing what the country would be like. Finally, have students compare the intended make-up of their fictional country to that of their partner.

4. Employing the previous suggestion, have students match fictional countries with countries presently in existence that most closely match the profile of the fictitious country.

©CTIR
University of Denver

LATIN AMERICAN UTOPIAN CONTINENT

Introduction

One of the most effective ways to ensure students' understanding of material is to create a method of instruction which incorporates a variety of mediums appropriate for diverse learning styles. The purpose of this activity is to have students create a utopian society utilizing a variety of learning techniques, thereby enhancing their knowledge of Latin America.

Objectives

Students will be able to:

- Heighten awareness of the interaction of geography, culture, and politics on history.
- Demonstrate abilities to produce maps, charts, graphs, data bases, written reports and oral presentations.

Grade Level

6-12

Time

One class period, plus preparation time, either in class and/or as homework

Materials

Handout #30, "Utopia"
Colored pencils and marking pens
Graph paper
Butcher paper
Colored construction paper
Scissors, rulers, tape, glue

Procedure

1. Explain to students that they are to develop a utopian continent report based on information acquired through the use of activities in this curriculum. Within the context of the report they are required to draw maps, produce charts/graphs, write a brief history, and give an oral presentation.

2. Distribute Handout #30, "Utopia," and have students utilize this in preparing their report.

3. At the completion of this project, have students take turns giving oral presentations to the class.

4. After the presentations, ask:

- How did this project help you to better understand the situation faced by Latin American nations with regard to geography, culture, politics, and history?

- How do items in one topic affect events and interactions in all topics (e.g., how might demographics influence food, domestic policy, and history)?

©CTIR
University of Denver

- How would your utopian society improve the current situation in Latin America?
- How did you decide upon your geographic features?
- Were your political boundaries influenced by the continental geographic features? Cultural features? Explain.
- Where would your capital city be located and why?
- Which three regions of your continent would you most like to live in and why?
- Why did you choose the political system you did?
- How might another type of system affect the culture and history of your continent?
- What specific examples can you give to show why your continent is a utopian continent?

Follow-up

1. Present student projects to the entire student body and parents association.

2. Display projects in the library, or other appropriate areas.

3. Investigate societies in the world today that come closest to being utopian societies.

©CTIR
University of Denver

UTOPIA

Geography	Culture	Politics	History*
Demographics	Language	Type of Government	Brief summary of history from early history to 1900
Physical features	Religion	Leaders	
Climate	Values/mores	Domestic Policy	
Natural Resources	Family Size	Foreign Policy	
	Social Structure	Military	
	Food	Civil Rights	
		Constitution	

*This history should be developed based on the information created in your utopian society. It should not be a chronology of the actual history of Latin America.

©CTIR
University of Denver

RESOURCES

BIBLIOGRAPHY

Athey, Lois. *Latin America: History, Culture, and Geography*. New Jersey: Global Book Company, 1987.

Burke, Fred. *Africa*. New York: Houghton Mifflin Company, 1970.

Campbell, Joseph. *The Hero With a Thousand Faces*. Bollingen Series XVII. New Jersey: Princeton University Press, 1949.

Cole, Joanna, ed. *Best-loved Folktales of the World*. New York: Doubleday, 1982.

Crane, Louise, et al. *Africa: History, Culture, and Geography*. New Jersey: Global Book Company, 1989.

Culturgrams. Brigham Young University, David M. Kennedy Center for International Studies, 280 HRCB, Provo, UT, 84602, 804/378-6528.

Development Data Book: A Guide to Social and Economic Statistics. Washington, D.C.: World Bank, 3rd ed., 1992.

Erdoes, Richard and Alfonso Ortiz, eds. *American Indian Myths and Legends*. New York: Pantheon Books, 1984.

Farah, Mounir, et al. "Geography Skills Worksheets," *The Human Experience: A World History*. Columbus, OH: Merrill Publishing Co., 2nd ed., 1990.

Grimm, Jakob and Wilhelm. *Grimm's Fairy Tales*. Garden City, NY: Junior Deluxe Editions. No date.

Kagan, Spencer. "Structural Approach to Cooperative Learning," *Educational Leadership*. December 1989/January 1990.

Langdon-Davis, John. *The Slave Trade and its Abolition*. Jackdaw Series 12. London: Jackdaw Publications.

Mazour, Anatole G., et al. *People and Nations*. New York: Harcourt Brace Jovanovich, Inc., 1983.

Osborne, Harold. *South American Mythology*. Library of the Worlds Myths and Legends. New York: Peter Bedrick Books, 1983.

Population Reference Bureau. *World Population Date Sheet*. Washington, D.C.: Author. Updated annually.

Rand McNally. *World Facts & Maps*. New York: Author, 1994.

Sivard, Ruth. *World Military and Social Expenditures, 1992*. Washington, D.C.: World Priorities. Updated periodically.

©CTIR
University of Denver

Tragle, Henry Irving. *Nat Turner's Slave Revolt - 1831.* Jackdaw Series A1 New York: Grossman Publishers.

World Almanac and Book of Facts 1994. New Jersey: World Almanac. 1994.

World Eagle, Inc. *Latin America Today: An Atlas of Reproducible Pages.* Waltham, MA: Author, 1989.

©CTIR
University of Denver

Antigua and Barbuda

- Consulate of Antigua: 610 Fifth Ave., Ste. 311, New York, NY 10020
- U.S. Embassy: St. John's, Antigua
- Antigua and Barbuda Department of Tourism: 610 Fifth Ave., Ste 311, New York, NY 10020; and 60 St. Clair Ave E., Ste. 205, Toronto, Ontario M4T IN5, Canada
- East Caribbean Commission: 112 Rent St., Suite 1701, Ottawa, Ontario RIP 5P2 Canada
- Eastern Caribbean Tourism Association: 20 E. 42nd St., Rm. 411, New York, NY 10017

Argentina

- Permanent Mission: One United Nations Plaza, 25th floor, New York, NY 10017
- Argentine Embassy: 1600 New Hampshire Ave., NW, Washington, DC 20009; and 90 Sparks St., Ste. 620, Ottawa, Ontario KIP 5B4 Canada
- U.S. Embassy: 4300 Colombia, Buenos Aires, Argentina

Bahamas

- Permanent Mission: 231 E. 46th St., New York, NY 10017
- Embassy of the Bahamas: 600 New Hampshire Ave., NW Ste. 865, Washington, DC 20037
- Bahamian High Commission: 39 Pall Mall, London, SW 1, England; and 150 Rent St., Ste. 301, Ottawa, Ontario RIP 5P4 Canada
- U.S. Embassy: Mosmar Bldg., Queen St., Box N-8197, Nassau, Bahamas
- British High Commission: Bitco Building, East St., (P.O. Box N7516), Nassau, Bahamas
- Bahamas Tourist Office: 10 Columbus Circle, Suite 1660, New York NY 10019; and 3450 Wilshire Blvd., Ste. 208, Los Angeles, CA 90010
- Bahamas Ministry of Tourism: Bay Street, Box N-3701, Nassau, Bahamas

Barbados

- Permanent Mission: 800 Second Ave., 18th Flr., New York, NY 10017
- Barbados Embassy: 2144 Wyoming Ave., NW, Washington, DC 20008
- Barbados High Commission: 6 Upper Belgrave St., London, SW1, England
- U.S. Embassy: Box 302, Bridgetown, Barbados
- British High Commission: 147-9 Roebuck St. (P.O. Box 676C), Bridgetown, Barbados
- Barbados Board of Tourism: 3440 Wilshire Blvd., Ste. 121S, Los Angeles, CA 90010; and 20 Queen St. W., Ste. 1508, Toronto, Ontario MSH 3R3 Canada
- Caribbean Tourism Association: 20 E. 46th St., New York, NY 10017

©CTIR
University of Denver

Belize
- UN Mission: 820 Second Ave., Ste. 922, New York, NY 10017
- Belize Embassy: 1129 20th St., NW, Washington, DC 20036
- Belize High Commission: c/o West Indies Committee, 48 Albermarle St., London, W1 England
- British High Commission: Belize House, Belmopan, Belize

Bolivia
- UN Mission: 747 Third Ave., 9th Flr., New York, NY 10017
- Bolivian Consulate General: 3014 Massachusetts Ave., NW, Washington, DC 20008
- Bolivian Embassy: 106 Eaton Square, London, SW1 England
- U.S. Embassy: Banco Popular Del Peru Bldg., Corner of Calles Mercado y Colon, Box 425, La Paz, Bolivia
- British Embassy: Casilla 694, La Paz, Bolivia

Brazil
- UN Mission: 747 Third Ave., 9th Flr., New York, NY 10017
- Brazilian Embassy: 3006 Massachusetts Ave., NW, Washington, DC 20008; and 32 Green St., London, W1 England
- U.S. Embassy: Avenida das Nacoes, Lote 3, Brasilia, Brazil
- British Embassy: Setor de Embaixadus Sul, Quadra 801, Conjunto K, Lote 8, Brasilia, D.F., Brazil
- Brazilian Tourism Authority, Embratur: 60 E. 42nd St., Suite 1336 New York, NY 10165

Chile
- UN Mission: 747 Third Ave., 9th Flr., New York, NY 10017
- Chilean Embassy: 1732 Massachusetts Ave., NW, Washington, DC 20036; 55 Sparks St., Ste. 801, Ottawa, Ontario KIP 5A9 Canada; and 12 Devonshire St., London W1 England
- British Embassy: Avenida La Concepcion 177, Piso 4- Santiago, Chile
- U.S. Embassy: Codina Bldg., 1343 Augustinas, Santiago, Chile

Colombia
- UN Mission: 140 E. 57th St., 5th Flr., New York, NY 10022
- Colombian Embassy: 2118 Leroy Pl., NW, Washington, DC 20008; 150 Rent St., Fourth Fl., Ottawa, Ontario RIP 5P4 Canada; and 3 Hans Crescent, London, SW1 England
- U.S. Embassy: Calle 37, 8-40, Bogota, Colombia
- British Embassy: Calle 38, No. 13-35, Bogota, Colombia
- Colombian Government Tourist Office: 140 E. 57th St., New York, NY 10022

Costa Rica
- UN Mission: 211 E. 43rd St., Rm. 903, New York, NY 10017
- Costa Rican Embassy: 2112 S St., NW, Washington, DC 20008; 1 Nicholas St., Suite 1510, Ottawa, Ontario RIN 7B7 Canada; and Cromwell Mansions, 225 Cromwell Rd., London, SW5, England

©CTIR
University of Denver

- British Embassy: Edifico Colon, Apartado 815, San Jose, Costa Rica
- U.S. Embassy: Avenida 3 and Calle 1, San Jose, Costa Rica
- Costa Rican Tourist Board: 200 SE First St., Ste. 402, Miami, FL 33131

Cuba

- Permanent Mission to the UN: 315 Lexington Ave. and 38th St., New York, NY 10016
- Cuban Embassy: 388 Main St., Ottawa, ON RIS IE3, Canada; and 167 High Holborn, London, WC1 England
- United States Foreign Service--Cuban Interests Section: Calzada Entre L & M, Vedado (Swiss Embassy), Havana, Cuba
- British Embassy: Edificio Bolivar, Capdevila No. 101, e Morro y Prado, Apartado 1069, Havana, Cuba
- Cuba Tourist Board: 440 Dorchester Blvd., Ste. 1202, Montreal, Quebec PQ H2Z IV7, Canada; and 372 Bay St., Ste. 408, Toronto, Ontario M5H 2W9 Canada

Dominica

- UN Mission: 820 Second Ave., 9th Flr., New York, NY 10017
- Dominica High Commission: 1 Collingham Gardens, London, SW1, England
- British High Commission: 147-9 Roebuck St. (P.O. Box 676C) Bridgetown, Barbados
- Dominica Tourist Board: Box 73, Roseau, Dominica, W.I.
- Caribbean Tourism Association: 20 E. 46th St., New York, NY 10017

Dominican Republic

- UN Mission: 144 E. 44th St., 4th Flr., New York, NY 10017
- Dominican Republic Embassy: 1715 22nd St., NW, Washington, DC 20008; and 4 Braemar Mansions, Cornwall Gardens, London, SW7, England
- Consulate General in Canada: 1538 Sherbrooke St. W., Ste. 920, Montreal, Quebec 3G 1L5, Canada
- U.S. Embassy: Corner of Calle Cesar Nicolas Pensen & Calle Leopoldo Navarro, Santo Domingo, Dominican Republic
- British Embassy: Avenida Independencia 506, Santo Domingo, Dominican Republic
- Dominican Tourist Information Center: 485 Madison Ave., New York, NY 10022

Ecuador

- UN Mission: 866 United Nations Plaza, Rm. 516., New York, NY 10017
- Embassy of Ecuador: 2535 15th St., NW, Washington, DC 20009; Flat 3B, 3 Hans Crescent, London, SW1 England; and 150 Rent St., Ste. 407, Ottawa, Ontario R1P 5P4 Canada
- U.S. Embassy: 120 Avenida Patria, Quito, Ecuador
- British Embassy: Calle G Suarez, 111 (P.O. Box 314), Quito, Ecuador
- Ecuador Tourist Commission: Reina Victoria 514, Quito, Ecuador

©CTIR
University of Denver

El Salvador

- UN Mission: 46 Park Ave., New York, NY 10016
- Embassy of El Salvador: 2308 California St., NW, Washington, DC 20008; and 9 Welbeck House, Welbeck St., London, W1, England
- U.S. Embassy: 25 Avenida Norte, San Salvador 1230, El Salvador
- Honorary British Consulate: Gibson y Cia (Suc.), P.O. Box 242, San Salvador, El Salvador
- El Salvador Tourist Commission: 200 W. 58th St. Ste. 10B, New York, NY 10019

Grenada

- UN Mission: 820 Second Ave., Ste. 9000, New York, NY 10017
- Grenada Embassy: 1701 New Hampshire Ave., NW, Washington, DC 20009
- Permanent Mission to the UN: 141 E. 44th St., New York, NY 10017
- Grenada High Commission: 1 Collingham Gardens, London, SW5, England
- Grenada Tourist Department: 141 E. 44th., Suite 803, New York, NY 10017; and 143 Yonge St., Suite 102, Toronto, Ontario M5C IW7, Canada
- Caribbean Tourism Association: 20 E 46th St., New York, NY 10017

Guatemala

- UN Mission: 57 Park Ave., New York, NY 10016
- Guatemalan Embassy: 2220 R St., NW, Washington, DC 20008; and 294 Albert St., Suite 500, Ottawa, Ontario RIP 6E6, Canada
- U.S. Embassy: 7-01 Avenida de la Reforma, Zone 10, Guatemala City, Guatemala
- Guatemala Tourist Commission: 1-7 Centro Civico, Seventh Ave., Guatemala City, Guatemala
- Maya Information Service: 501 Fifth Ave., Ste. 1611, New York, NY 10017

Guyana

- UN Mission: 866 United Nations Plaza, Ste. 555, New York, NY 10017
- Embassy of Guyana: 2490 Tracy Place, NW, Washington, DC 20008
- Guyana High Commission: 3 Palace Court, Bayswater Rd., London, W2, England
- British High Commission: 44 Main St. (PO Box 10849), Georgetown, Guyana
- U.S. Embassy: 31 Main St., Georgetown, Guyana

Haiti

- UN Mission: 801 Second Ave., Rm. 300, New York, NY 10017
- Haitian Embassy: 2311 Massachusetts Ave., NW, Washington, DC 20008; Place de Ville, Tower B, 112 Rent St., Ste. 1308, Ottawa, Ontario RIP 5P2 Canada; and 33 Abbot's House, St. Mary Abbot's Terrace, London, W14 England
- U.S. Embassy: Harry Truman Blvd., Port-Au-Prince, Haiti

©CTIR
University of Denver

- Haiti National Office of Tourism: 1270 Ave. of the Americas, Ste. 508 New York, NY 10020; and 112 Rent St., Suite 1308, Ottawa, Ontario RIP 5P2, Canada
- Caribbean Tourism Association: 20 E. 46th St., New York, NY 10017

Honduras

- UN Mission: 866 UN Plaza, Ste. 417, New York, NY 10017
- Embassy of Honduras: 4301 Connecticut Ave., NW, Washington, DC 20008; 151 Slater St., Suite 300-A, Ottawa, Ontario RIP 5H3 Canada; and 47 Manchester St., London W1, England
- U.S. Embassy: Avenida La Paz, Tegucigalpa, Honduras
- British Embassy: Apartado 290, Tegucigalpa, Honduras
- Honduras Tourist Board: Box 1444, Radio City Station, New York, NY 10101
- Instituto Hondureno De Turismo: Apartado Postal 154-C, Tegucigalpa, Honduras

Jamaica

- UN Mission: 866 Second Ave., 15th Flr., 2 Dag Hammorskjold Plaza, New York, NY 10017
- Jamaican Embassy: 1850 R St., NW, Washington, DC 20006
- Jamaican High Commission: 50 St. James's St., London, SW1, England; 275 Slater St., Suite 402, Ottawa, Ontario RIP 5H9 Canada
- U.S. Embassy: Jamaica Mutual Life Center, 2 Oxford Rd., 3rd Fl., Kingston, Jamaica
- British High Commission: PO Box 575, Trafalgar Rd., Kingston, Jamaica
- Jamaica Tourist Board: 36 S. Wabash Ave., Ste. 1210, Chicago, IL 60603; 3440 Wilshire Blvd., Los Angeles, CA 90010; 866 Second Ave., New York, NY 10017; 1110 Sherbrooke St. W, SE Mezzanine, Montreal, Quebec H3A 1G9 Canada; and 2221 Yonge St., Suite 507, Toronto, Ontario M4S 2B4 Canada
- Caribbean Tourism Association: 20 E. 46th St., New York, NY 10017

Mexico

- UN Mission: Two UN Plaza, 28th Flr., New York, NY 10017
- Mexican Embassy: 2829 16th St., NW, Washington, DC 20009; 130 Albert St., Rm. 206, Ottawa, Ontario R1P 5G4, Canada; and 8 Halkin St., London SW1, England
- U.S. Embassy: Paseo de la Reforma 305, Mexico City 5, D.F., Mexico
- British Embassy: Calle Rio Lerma 71, Colonia Cuauhtemoc, Mexico City 5, D.F., Mexico
- Mexican Government Tourism Offices: 2 Illinois Center, 233 N. Michigan Ave., Ste. 1413, Chicago, IL 60601; 10100 Santa Monica Blvd., Los Angeles, CA 90067; and 405 Park Ave., Ste. 1203, New York, NY 10022

Nicaragua

- UN Mission: 820 Second Ave., 8th Flr., New York, NY 10017

- Nicaraguan Embassy: 1627 New Hampshire Ave., NW, Washington, DC 20009; 8 Gloucester Rd., London, SW7, England
- U.S. Embassy: RM 4 1/2 Carretera Sur, Managua, Nicaragua

Panama
- UN Mission: 866 UN Plaza, Ste. 509, New York, NY 10017
- Embassy of Panama: 2862 McGill Terrace, NW, Washington, DC 20008; and 24 Tudor St., London, EC4 England
- U.S. Embassy: Avenida Balboa y Calle 38, Apartado 6959, R.P.S. Box E, Panama, Panama
- British Embassy: 120 Via Espana, Panama
- Panama Government Tourist Bureau: 2616-A Hyperion Ave., Los Angeles, CA 90027

Paraguay
- UN Mission: 211 E. 43rd St., Rm. 1202, New York, NY 10017
- Paraguayan Embassy: 2400 Massachusetts Ave., NW, Washington, DC 20008; and Braemar Lodge, Cornwall Gardens, London, SW7, England
- U.S. Embassy: 1776 Mariscal Lopez Ave., Asuncion, Paraguay
- British Embassy: Calle President Franco 706 (P.O. Box 404), Asuncion, Paraguay

Peru
- UN Mission: 820 Second Ave., Ste. 1600, New York, NY 10017
- Peruvian Embassy: 1700 Massachusetts Ave., NW, Washington, DC 20036; 170 Laurier Ave., W., Suite 1007, Ottawa, Ontario IP SV5, Canada; and 52 Sloane St., London, SW1, England
- U.S. Embassy: Corner Avenidas Inca Garcilaso de la Vega and Espana, Box 1995, Lima, Peru
- British Embassy: Edificio El, Pacifico-Washington (Piso 12), Plaza Washington, Avenida Arequipa, Lima, Peru
- Peruvian National Tourist Office: 489 Fifth Ave., Ste. 3001, New York, NY 10017; and 344 Bloor St., Suite 303, Toronto, Ontario M5S IW9, Canada

Trinidad & Tobago
- UN Mission: 820 Second Ave., 5th Flr., New York, NY 10017
- Trinidad & Tobago Embassy: 1708 Massachusetts Ave., NW, Washington, DC 20036
- Trinidad & Tobago High Commission: 42 Belgrave Square, London, SW1, England; and 75 Albert St., Fuller Bldg., Rm. 508, Ottawa, Ontario RIP 5E7, Canada

Uruguay
- UN Mission: 747 Third Ave., 37th Flr., New York, NY 10017
- Uruguayan Embassy: 1918 F St., NW, Washington, DC 20006; 48 Lennox Gardens, London, SW1, England
- U.S. Embassy: Calle Lauro Muller 1776, Montevideo, Uruguay
- Anglo-Uruguayan Cultural Institute: San Jose 1426, Montevideo, Uruguay

©CTIR
University of Denver

Venezuela

- UN Mission: 335 E. 46th St., New York, NY 10017
- Venezuelan Embassy: 2445 Massachusetts Ave., NW, Washington, DC 20008; 294 Albert St., Suite 602, Ottawa, ON RIP 6E6, Canada; and 1 Cromwell Rd., London, SW7, England
- U.S. Embassy: Avenida Francisco de Miranda and Avenida Principal de la Floresta, Caracas, Venezuela
- British Embassy: Edificio Torre Las Mercedec Apartado 12246, Ciudad Comercial Tamanaco, Caracas, Venezuela
- Venezuelan Government Tourist and Information Bureau: 7 E. 51st., New York, NY 10022

ISBN 0-943804-87-6
144